THE JOURNAL OF EDUCATION

Volume 127 — SEPTEMBER, 1944 — Number 6

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The Journal of Education

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Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

AS WE GO TO PRESS . . .

We suddenly realize how eager we have been for some weeks past to bring you the good things that have been gathering in and around the editor's desk—materials clearly belonging in our first Fall issue. . . . Our neighboring city of Springfield, for example, has been making history in its approach to the problem of prejudice and intolerance as barriers to a truly democratic society; and again in its method of putting politics out of the window when choosing teachers. So we are happy to present authentic and well written accounts of the two matters. . . . The paper on "Saint GI" is another contribution that has been raring to get into print and into your hands and minds. It packs a lot of common sense and seems to us to build up much more than it tears down. . . . As for John Ruskin, we began in April or earlier to feel the urge to refresh you on that gentleman's educational views, and here they come at last. . . . Harold Moody's Art Assembly was a wonderful success and we are pleased that he consented to write it up for you. . . . We could go on prating about this issue, but this would leave no room to hint of things just around the corner.

▼

How would you like to know what New York State means by its "Institutes" for returning veterans and others? How would you like to hear once more, and perhaps many times more, from Everett Perkins, whose column in the JOURNAL you liked so well? What would you say to something by Frank Rich that penetrates below the surface of that troublesome Juvenile Delinquency problem? Speaking of Frank Rich—shall we tell you?—well, he is going to run a department in the JOURNAL, in which he will suggest many novel devices for making instruction alive and sure to "take."

▼

So—welcome back to school and to the JOURNAL.

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◆ ◆ ◆ TEXTBOOK TOPICS

Free Textbooks "Just Growed"

Problems in a democracy are not solved suddenly by great leaps but slowly and by small steps. Take the problem of textbooks, for example. First it seemed sufficient to provide free schooling for all who cared to take it. Let them buy their own books.

When laws began to be passed making it compulsory for each child to remain in school up to a certain age, the question of what to do about textbooks had to be considered. Those children whose parents could afford to provide them with textbooks were no great problem. As for the other children, they could be treated as special cases and the needful books supplied them very quietly from welfare funds or the district treasury. Naturally this led to doubtings and complaints. It smacked of charity.

Besides, more parents than were willing to admit it felt the strain of providing books for their children. Many, in fact, refused to buy the particular texts or editions recommended by the teachers, and the result was inadequacy and confusion.

School districts and municipalities here and there decided to do a more consistent job and furnish free textbooks to all their pupils. Where state laws appeared to stand in the way of this, these laws were gradually modified to permit school communities to provide free textbooks if they so desired.

Local authorities would at first provide free books for only a few lower grades. Then they would go a little further until, perhaps, they were equipping all the children to the end of their high school courses.

But the ideal of equal opportunity was at work in many of the states. Why leave it optional with a school district whether to put free schooling on a really free basis or to muddle along the old uneven way? Laws commenced to arrive on state statute books requiring each public school unit to supply free textbooks to every child in school.

Somewhere along the ladder, free pens and pencils and paper and rulers and erasers made their appearances. No doubt in many instances these quickly consumed items cost more to furnish than do the books. It is not impossible that carelessness about the waste of paper and pencils accounts for failure to replenish outworn or worn out books.

Not all the steps in an evolution of this nature are likely to be wisely taken. One of the errors was the action of certain states in setting up state adoptions — without adequate safeguards against corruption in the granting of contracts.

Serious inequality still exists among different communities and throughout the various states. Either there are not enough funds to care for textbook needs, or there is not enough awareness of the part that must be played in modern education by that extra teacher who teaches only through printers' ink.

WHAT THE ATPI IS ACCOMPLISHING

LLOYD W. KING
Executive Secretary

The American Textbook Publishers Institute is being recognized by the educators of the nation as an agency of educational service. The Institute is the spokesman for the educational publishers. Through it the textbook publishing industry, though private in its controls and highly competitive in its nature, stresses the importance of its product and of its services.

A very pertinent and appropriate invitation to citizens and school patrons was contained in a pamphlet recently released by the Board of Directors of the Institute. It follows:

To Citizens and School Patrons: The Board of Directors invites citizens generally to utilize such information as the Institute can provide. It hopes to promote a better understanding of the nature and unique function of schools in a democratic society so that all concerned may have the proper background for an appraisal of the work of schools. Moreover, the Board of Directors wishes to further a better understanding of the indispensable role of books as tools of learning. Money spent for books for schools in the United States is, relatively speaking, a very small part of educational expense. While without question this nation has the best textbooks in the world, schools in most states are supplied with inadequate quantities. An increased expenditure for books would in the long run reduce educational expenditures by reducing retardation in schools. More than that, when books are supplied in generous quantities it is obvious that they serve to enrich the lives of the boys and girls so supplied. The superiority of American textbooks is so generally accepted that it is often overlooked by the general public. It is interesting to observe that this superiority has been achieved under competitive conditions at a cost that is surprisingly low. The textbook publishers are encouraged by the high standards already established and pledge their best efforts toward improving the quality of books and the methods of their distribution.

◆ ◆ ◆

Our Air-Age World

Believing that the study of geography cannot well be postponed merely because boundary lines are in an unsettled state, the authors of *Our Air-Age World* have projected and built a brand new geography text on lines suggested by the airplane, the war, and the interrelations these have emphasized. Part One of this handsome and impressive book strikes the keynote, shows the global range of today's problems. Next comes the United States and all that youth must learn about the natural resources, the economic patterns and the central position of this nation in a world at loggerheads over divergent views of human rights and obligations. The student moves on to the other Americas, to Europe, Asia, Africa and the lands "down under." Finally there's a preview of tomorrow's world.

The entire work reflects a certain opening of the imagination, a lengthening of the vision, such as the hour we live in has made necessary if we

AND REVIEWS . . .

are to adjust ourselves to it. Children now in high school will need the sort of mental outlook and global overview brought them in this book. It is ably written, in a manner to captivate the youthful reader rather than to bore him.

OUR AIR-AGE WORLD by Leonard O. Packard, Bruce Overton, and Ben D. Wood. The Macmillan Company. $2.80.

Webster's Biographical Dictionary

The English speaking world owes gratitude to the G. and C. Merriam Company for its latest achievement in the creation of a reference work. Imagine being able to find within the compass of a single book the information most likely to be wanted about any one of forty thousand persons, living or dead, who has won a place of prominence in history! Scores of histories, encyclopedias and specialized biographies were searched in order that no one of real importance might be overlooked. The sketches vary in length according to the editors' judgment of what facts will probably be wanted—thus permitting the vast majority of treatments to be very short.

Pronunciation and syllabification of surnames are included, and there is even a pronouncing list of pre-names in the appendix. That same back room of the volume contains an amazing array of tables from which one may learn who was the ruler or prime minister or ambassador of this or that nation in any given year. Roman emperors, Popes, Presidents, cabinet officers are all given in chronological lists. It is hard to see how a more useful collection of data about outstanding personages who have acted or are acting on the global stage could have been put between two covers. These look like durable covers; and they will need to be.

WEBSTER'S BIOGRAPHICAL DICTIONARY G. & C. Merriam Company, Springfield, Mass. $6.50.

Exploring Journalism

No one but an author, a publisher or an editor knows the intensity of brain cudgeling that goes into the naming of a book. *Exploring Journalism* bears evidence of the struggle to achieve nicety in this matter of a title. It is not a treatise on the how of organizing and producing a school paper. It does not suggest how, as a reader, one may get the most benefit from perusal of the daily press. What it does accomplish is to present a broad and somewhat detailed picture of the elements comprising the modern publication, daily, weekly or monthly. A principal purpose of the authors has been to assist the student in deciding whether or not journalism holds opportunities for his talents—whether he would be likely to find satisfaction in this vocation. The chief phases of the work are described in sufficient detail to be enlightening to the uninitiated. Any one who has read the book will be more sympathetic with the people who turn out a magazine or newspaper. He will realize more fully the extent and variety of publications and of labor involved in making them. It might be an excellent means of orienting the novice in journalism and thus in saving him from some misconceptions and false steps early in his career. But its obvious function is explorational and pre-vocational. Thus understood, it does a first rate job and is quite comprehensive and complete.

EXPLORING JOURNALISM by R. E. Wolseley and Laurence R. Campbell. Prentice-Hall, Inc., New York. $3.75.

Who Shall Be Educated?

A book that might have been called "An Examination of the American Caste System with Implications for Public Education and Democracy" actually wears the far less forbidding title, *Who Shall Be Educated?* It is evidently more of a search for the answer to its stated question than an attempt to hand down that answer. The work is by a trio of authors who speak clearly and in concrete terms. They describe our social set-up objectively. Their concern is for a society as truly democratic as the average American superficially assumes that of the United States to be. Improvement is wanted through knowledge of the facts and by gradual rather than violent change. The recommended educational program is not radical, but calls for a fuller utilization of methods, aims and values already in effect in some of our better schools. No mere materialistic view is taken of the advances needed. The authors do not expect an economic leveling nor any other fanciful paradise. They hope to see more of our children fulfilling latent possibilities; more of them rising in the economic scale; more of them showing moral maturity; more of them attaining a place near the top of some one social pyramid among the many that exist—Joe Sienkowitz, for example, gaining local distinction for his musical ability, Tom Brown accomplishing something so superior in gardening that even the Peabodys admit its merit. Many phases of American life are treated, each in a live and stimulating fashion. It is a book to provoke a lot of thought, part of which should lead to beneficial action. It deserves to be read by every educator and intelligent layman.

WHO SHALL BE EDUCATED? by W. Lloyd Warner, Robert Havighurst, Martin B. Loeb. Harper & Brothers, New York. $2.50.

The Guidance of Learning Activities

While *The Guidance of Learning Activities* is not too exciting a title even for a college textbook, the expression bears analysis, and really constitutes a remarkably succinct redefinition of teaching. The volume, prepared by Professor Burton of the Graduate School of Education at Harvard, is in fact an excellent treatise on the nature and purposes of the task that confronts every teacher. The author is neither an all-out progressive nor a pure traditionalist. Thus we find his book leaning toward unit plans in the earlier grades and toward the assign-study-recite pattern in the later grades; but in any case a cut and dried procedure must be superseded by something that operates to produce educative experience and fruitful results for the learner and society. The work covers a great deal of necessary ground, sometimes quite fully, at other times—as in the discussion of study habits—by means of thought-provoking outlines. This new text bids fair to assist mightily in the equipping of young teachers for the proper approach to their task. The subject matter is generally well organized; the meaning conveyed in understandable English, excepting perhaps a few difficult definitions, sure to arise in any book dealing with the basic principles of education.

THE GUIDANCE OF LEARNING ACTIVITIES by William H. Burton. D. Appleton-Century Company, New York. $3.75.

To Live in Health

Near the beginning of the new high school text, *To Live in Health,* are numerous charts showing what diseases kill off our people. But the most fatal of all maladies somehow eludes the chart-makers. For it is — just plain ignorance; judgment based on scanty information or pure guesswork. In fact, the kind of ignorance which the book itself seeks to overcome. Written in a forthright, even vigorous style, and remarkably stripped of non-essentials, *To Live in Health* reveals the triple defence line provided by the human body itself against injury and illness. It tells how scientists like Jenner and Pasteur developed ways of aiding the body's own defense system by promoting the growth of antibodies or specific immunities, the stories being related in a dramatic manner that grips attention. The warnings given in the book against common dangers and the common practice of symptom-chasing, are possibly the most important features of the text, and are certainly delivered with emphasis.

TO LIVE IN HEALTH by R. Will Burnett. Silver Burdett Co., New York. $1.96.

Boat Children of Canton

Charming in text and pictures is the story book called *Boat Children of Canton.* It recounts the adventures of a Chinese boy and his sister, as they search for a new home and their lost parents, after enemy bombs have destroyed their house that floated on the river. Here is literature, bringing suspense, strange scenes and pleasure. Information, too, is given, but so incidentally as not to break the spell woven by the author and her artist colleague.

BOAT CHILDREN OF CANTON by Marion B. Ward; illustrated by Helen Sewell. David McKay Company, Philadelphia. $2.00.

Animals, Plants and Machines

Second in an announced six-book social study series for the elementary grades comes the charming little number titled *Animals, Plants and Machines.* It consists of a varied collection of interrelated stories, each designed to interest the child and at the same time broaden his knowledge of the world around him and help him see his own part in the interplay of people. The pupil learns about his dependence upon machinery and living things for clothing, food and shelter. He sees the processes by which many different things grow and are made. He visits such places as a dairy, a coal mine, a harbor and a ship. He encounters wholesome ideas that may be new to him. A surprisingly high literary quality is achieved despite the limited vocabulary. The illustrations, too, are splendid.

ANIMALS, PLANTS AND MACHINES by Lucy Sprague Mitchell and Margaret Wise Brown. D. C. Heath and Co., Boston. 96 cents.

Wonders to See

Opening the eyes of nine-year-olds to observe the marvelous things around them — things they have taken for granted and not tried to understand— is a challenge to any teacher or to any one who tries to teach by writing a book. *Wonders to See* is the acceptance of such a challenge by two writers who evidently know how to make their subject fascinating. They avoid the mistake of trying to cover too many fields or topics in one small volume. After an introductory chapter dealing with the world around us, a half dozen remaining chapters treat of these major themes: seeds and how they are scattered; how animals spend their winters; magnets; the sky and what it contains; the life of the bee; and the ways of birds with their young. That is the whole compass of the book. But within each chapter is a wealth of scientific lore, easily followed, not easily laid aside. The young reader will begin to think straight about many objects and phenomena long familiar but vaguely understood. He will have acquired a good foundation for years of reading and study that should follow.

WONDERS TO SEE by Lillian Hethershaw and Tunis Baker. World Book Co., Yonkers, N. Y. $1.00.

We Talk and Write

Eleven years of study and experiment, backed with a Carnegie grant, went into answering the questions "What English is needed by children?" and "How can this best be taught?" The results of that inquiry were embodied in a series of four books called *We Talk and Write,* which are aimed at grades three to six. There is admirable simplicity of treatment in these texts. The learner advances slowly, making sure of his footing in one matter before he proceeds to the next. Nothing is presented until some occasion has appeared for learning or doing it. The situations are those which arise in everyday experiences of children. Thus motivation is always provided. The boys and girls learn to tell stories, to explain things, to write letters, to express their ideas, to report bits of news for their school paper, to change a story into a play, to write sense or nonsense in verse; and all the while they are adding to their mastery of usage. Before these fittingly illustrated texts took final form, hundreds of classrooms had tested and improved them.

WE TALK AND WRITE SERIES by L. J. O'Rourke and others. Scott, Foresman and Co., Chicago. 84 to 96 cents.

Frank Cody, a Realist in Education

It happens that the completion of the hundredth year of free public education in Detroit coincided with Superintendent Cody's fiftieth year as an administrator in the Detroit area. For this reason, and also because of the completion of his twenty-third year as head of the schools of Detroit proper, it was decided that a biography of him at this time would be "desirable, logical, and inevitable."

We are informed in the "Foreword" that the authors were somewhat puzzled as to whether to place Cody or the Detroit schools in the foreground. They report that they found it impossible to separate the two. "The schools and Cody have interacted so completely that the story of Cody has to be, in large part, the story of his product, and vice versa."

It is hard to see how any school administrator could afford to pass by this book. Not only does it deal with an important segment in the history of American education, but it has to do with effective ways of meeting administrative problems of a type which arise in virtually every community. Underlying the entire book is a practical, common-sense, human philosophy of education. This story of "a realist in education" makes delightful reading.

FRANK CODY, A REALIST IN EDUCATION by the Detroit Public School Staff. The Macmillan Company, New York.

Editorials

Brotherhood Can't Be Forced

Americans who would speed up the brotherhood of man by enactment of racial equality laws should have a care. Laws that run counter to strong prejudice throughout a region, a state, a community or an industrial group, may frequently cause more trouble than they cure.

We have in the United States, for example, a problem of justice to the Negro members of our social order. While the problem is at its worst in some sections of the South, there is scarcely any place in the country containing an appreciable number of colored inhabitants, that can boast complete solution of the problem.

Civic leaders in the South plead for patience, in Congress and elsewhere, until the states themselves decide to abolish discriminatory laws, such as the ones requiring each voter to have paid a poll tax before voting. Shall the nation allow time for such advances to occur, as they have already occurred in many states? Or shall we force the issue?

An example of forcing not this same issue but a kindred one, was seen last month in Philadelphia, when the action of the local transit company in promoting a half dozen Negroes to motormen met with resentment of white operatives, occasioning a transportation tieup, street rioting and other ugly incidents not indicative of good feeling or a united determination to win the war.

What was behind the Philadelphia trouble? It was, for one thing, the effort of a Federal board concerned with fair trade practices, to force the street car management to be fair to Negroes.

Something needs to precede such enforcement of fair play for Negroes or other mistreated minorities. That something is education—education in the true meanings and implications and practices of democracy.

In commending to your attention the achievement of the public schools of Springfield, Massachusetts, in this sort of education — as reported on pages 189-193 of this issue — we must, in fairness, point out that Springfield is by geographic position and tradition more especially suited to conduct a far-reaching program in the schools than might be the average American city. But, with all possible intensity and tact, the work of education for democratic living should be pressed in every nook and corner of the nation.

Freedom Deserves Better Friends

Remarks overheard on public conveyances are often significant. Two such remarks are quoted herewith.

One young man said to another: "Freedom is the right to do as you please and not bother about the other fellow." We had rarely heard the platform of the selfish, blind-to-consequences individualist expressed so frankly. Education at home or in school must have slipped a cog in that lad's bringing up. How many Americans think as stupidly as that, we have no means of knowing. We do know that a good many who loudly proclaim their belief in freedom engage in acts that limit freedom or deny it altogether.

The second remark was from a woman. Said she: "I am tired of liberating Europe." Well, who isn't? Yet if she meant we should quit where we are and not go on trying to "liberate Europe," she would be a very silly woman indeed. The same hands that were destroying liberty in Europe were out to destroy it everywhere else—liberty, justice, integrity, respect for human personality, decency in dealings between men and nations. In "liberating Europe" we shall but give these things we have taken for granted their chance to survive both here and elsewhere.

People with distorted attitudes, once they are out of school as nominal adults, can seldom be set straight by anything short of a mental earthquake. Our facilities for adult education are sadly limited. So it's good to discover twisted ideas while Americans are still young and in school; better still to head off such misconceptions at an early age by selling democratic ideals and practices constantly.

Greased Hinges

Hinges are things we think very little about until they begin to creak. Then, perhaps we oil them. We may even ignore their complaints. We know they will go on working about the same as ever. Still we do prefer things to turn on greased hinges when this is possible.

An organization such as a school can be so smoothly run that no one ever suspects how often oil has been applied to its hinges, or how many hinges just naturally do their part so noiselessly that they are quite overlooked.

Take the school office, for example. Maybe it's

the man at the head; or maybe it's his faithful secretariat. The chances are it is all of them together. No one will stop to reckon the time and effort they spent in preparation for the school term; how they planned in advance to have everything ready so there should be no foreseeable lack of materials or personnel, no needless confusion about where to go or what to do, that opening day.

Then there was the janitor, with or without assistants. What a weight of comfort, cleanliness, order and good health, depends on that particular hinge!

Teachers may protest being likened to hardware, even so pivotal hardware as hinges. So let us not rub in our metaphor too roughly. Let us not point out the wide variety of patterns and types these individuals present. No one can say which hinges are most important or what kinds are best. The one essential is that they realize how much depends on their functioning at their respective posts of duty; functioning with a minimum of friction.

The doors swing open to all who wish to learn. Only the hinges themselves ever feel the strain of supporting those doors.

The locks and bolts are opened with a degree of attention that makes everyone fancy them highly important. But immediately the modest hinges are drawn into action. Possibly they are stiff at first, having had vacations. But soon they are working perfectly.

The school, one hears, is going on greased hinges. Is this a picture of your school? We hope it is.

Arming for Peace

News from most of the war fronts has been so encouraging as to make many of us wonder whether we shall be ready for peace when it arrives with a rush, as well it may.

Reconversion of our industries from war to peace, while it may cause turmoil for a time, will be mitigated by necessary and perhaps deliberate delays in demobilization.

This means that our paramount problems will still be those of foreign policy, even though they are likely to be obscured in the public mind by domestic issues affecting our pocketbooks.

Our political leaders, of whatever parties, will endeavor to avoid the gross error of disunity that wrecked our participation in the settlement of the previous world war. Machinery for peace will be set up by joint action of the allied governments, and we shall be a party to those arrangements, unless our leaders let us down again and this is almost inconceivable.

Our greatest difficulty and our greatest danger will stem from the eternal trickiness of our enemies.

No one can say whether the Nazi party will outlast the military clique in Germany, or vice versa. But one or the other, and perhaps both will continue to operate underhandedly and with the grim determination to rule the world by means of a third world war or otherwise. Everything possible will be done, by hook or by crook, to pull wool over the eyes of Americans.

The Japanese, for their part, may take advantage of the emotional uncertainties occasioned by defeat of Germany—when this comes—to propose a phony surrender. How many of us will be sufficiently fortified within ourselves, when victory is won in Europe, to resist a Tokio offer, say, to give up all conquered islands and the bulk of China, retaining only Manchuria and Korea? We may be sure that Japan will seize the psychological moment, when thoughts are focused in another direction, to put on an act of capitulation.

We shall need to remember constantly and for many years to come, that our Axis adversaries possess a spirit of aggression that will watch and plot eternally. Never will it be safe for peaceloving peoples to fall asleep at the sentry posts of freedom.

Pupil Dropouts

All sorts of prominent people, from mayors of cities to returning heroes, have been advising young people to quit their war jobs and go back to school. Despite all this, and to some extent because of it, there is every likelihood that high school and college enrolments will show another sharp drop this semester.

This will be most unfortunate. Not because it may put some teachers out of work. The shortage of well qualified teachers is still acute. So the shortage of students will help to bring things into balance. so far as the schools are concerned.

The absence of pupils will be unfortunate for the absentees themselves, and for the country later, when its need for educated men and women will be at an all-time peak.

What can teachers and school heads do at this late date? They can speak and write to parents. They can get in touch with students who should get back to school.

They can make it evident that they care.

And similar efforts, in and out of school, can be continued throughout the year, to prevent further desertions by those who see today's dollars more clearly than the—to them—obscure benefits of an education.

EDUCATION FOR DEMOCRATIC LIVING

CLARENCE I. CHATTO
Curriculum Specialist
Springfield (Massachusetts) Public Schools

As the culmination of a busy school year an elementary school in Springfield was having an exhibit of some of the work the children had been doing. Everybody had contributed something, even the kindergarten children. Each classroom had its own space in the big assembly hall and children from each room were there to explain their part of the exhibit to the visitors who flocked to the school all through the week. Those visitors saw cardboard models of ships and planes and tanks and jeeps; they paused by a grocery store in a corner where business was transacted across a tiny counter in front of shelves laden with shining cans and paper boxes; they studied homemade wall maps of American production, bearing a tuft of cotton glued on Carolina, a shiny bit of coal on Pennsylvania, and a paper automobile on Michigan. Earnest nine-year olds twirled a globe and measured distances with a piece of string to prove to the visitor that the shortest way from Washington to China lay through the Arctic. And they knew how far it is to Chungking and how long it takes to get there. As they took the world in childish hands and reduced it to a neighborhood, perhaps in the back of their minds —the secret and inscrutable minds of children — was the dream that some day they would spend a week's vacation in Chungking with a stop-off in Rio on the way home.

A wall map showing the two hemispheres was connected by nearly two-score threads to a list of names printed large in the sturdy lettering of fifth-grade children. Each thread joined a name to a spot on the map in the old world from which the ancestors of that child came. England, Ireland, Scotland, Sweden, Africa, Italy, Germany, Czechoslovakia, Poland—the threads ran to almost as many different countries as there were names. And these were the children of a single classroom in a single school.

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On the front edge of the stage rose the huge bulk of an eight-foot globe of brown cloth stretched over thin ribs of bent wood. The outside was blank, but the visitor who climbed three steps and entered an opening in the side of the globe saw continents and oceans sketched on the inner surface of the world. "We put the maps on the inside," explained the ten-year-old conductor of the world-tour, "so that you could see all the world at once." To see all the world at once! That is what the statesmen of all the nations are trying desperately to do, and here it was achieved by children with bent sticks and the fabric from a discarded stage curtain.

In front of the globe were clustered the flags of the United Nations. The base was an old-fashioned cartwheel on its side on a low stand. The spokes had been sawed off near the end, holes drilled in the spokes for the staffs of the little flags, and a coat of paint applied. Beside the flags stood a small Negro boy, who twirled the wheel and pleaded with visitors to ask him to name a flag. Nor did he lack for customers. "What flag is this?" they asked. "And this?" "And this?" He knew them all and was proud in his knowing. "This is Australia," he said, "and this is Mexico. That one? Oh, that's Guatemala."

So for a week the children of that school came in groups to their assembly hall and arranged the exhibits of their learnings and told their parents and their visitors about them. They worked *together*, black fingers and white busy at the same task, blond heads of the North and dark heads of the Mediterranean bending over the same absorbing plan. They talked of geography and arithmetic and English; they sang the songs of America and the folk songs of all the world—they had learned many things and they were very proud of what they had learned. But through all they said and did ran the golden thread of human brotherhood. They did not talk about that. They simply lived it.

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That elementary school exhibit serves as an admirable introduction to the Springfield program of education for democratic citizenship, for in it lies the essence of the whole. Children learn to be good citizens for tomorrow by being good citizens of the school today. They learn to accept other Americans as comrades and equals by doing just that on the school playground and in the classroom. Each child is given the opportunity to use his own peculiar talent to win the respect of his companions and to make his contribution to the common good. The dignity and worth of the individual and service to the community are at the heart of the American dream. In the exhibit just described and more than that in the long weeks of learning and working together which led up to it the children have come to accept those ideals as the natural guide to human action. They have learned the secret of democracy by practicing the art of democratic living in the school community.

Experience in living, learning, working, and thinking together is the first approach to the problem of education for democratic citizen-

ship in the Springfield Public Schools. In the elementary schools it is achieved in many ways, each school adapting its procedure to the needs and abilities of its own pupils, but all working toward the same goal. In some of the schools every child is a member of some committee with real responsibility — a committee on safety, on the improvement of the school building, on conduct on the playground, on Junior Red Cross, on salvage for the war effort, on school library, on school publicity. By such means children learn to think for themselves, to make decisions, and to act upon them. Their school elections teach them something of the procedures of democracy. In one school before such an election the children drew up a list of the qualifications their elected officers should have. "The president should speak up loud," they said, "so that we can hear him. The secretary should have good handwriting, and the treasurer should be good in arithmetic." It would seem quite likely that children who have grown accustomed to thinking in that fashion will, as the citizens of tomorrow, cast a critical eye upon some of the candidates they are asked to vote for.

In the junior and senior high schools the objectives of the elementary schools are retained and the methods of achieving them expanded in accordance with the pupils' growth in intellectual power and in social consciousness. Schoolwide councils and committees including children of all grades, races, and nationality groups in the school take over real responsibility in the management of schools and classrooms. Senior high school boys and girls have their associations for financing their athletic teams, their school paper, and other organizations. They conduct vigorous drives for members; they collect the dues, keep the accounts, and handle the funds, amounting in each school to several thousand dollars a year. The students are taught how to do these things, and of course adequate supervision is provided to insure that the work is properly done, but whenever it is possible the real responsibility is left to them.

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These are some of the ways by which boys and girls can learn the ways, practice the procedures, and acquire the true spirit of democratic citizenship through democratic living in the school community. But young people need a background for their thinking about democracy. To provide that background is the purpose of the second approach to the problem in the Springfield program of education for citizenship: the use of specific units of study in the school curriculum.

All the subjects of the curriculum, if they are taught by teachers who have faith in the democratic way of life, and who are conscious of the need for vigorous effort in sustaining and improving it, contribute to training children for citizenship. United States history, civics, and other courses in social studies tell the story of our country and explain the duties and privileges of the citizen. Literature, rich with the spirit of man's long struggle to be free, tells the old, old tale of human brotherhood. Mathematics and science unite the nations in a community of common truth; languages help to interpret the peoples of the earth to one another; music and art emphasize the contributions of men of all races and countries to the treasury of human culture; vocational subjects give to young people the means of individual independence and of service to the community; physical education develops young citizens with sound bodies and unites youth of all racial and ethnic origins in the democracy of the playing field. All that children learn wisely and well, with real understanding as well as knowledge, has a share in laying the foundation for the America of tomorrow.

In certain phases of the curriculum, however, particular emphasis is placed on training for democratic citizenship in an effort to provide definite knowledge or to create definite attitudes. For example, the general theme of the social studies work in the seventh, eighth, and ninth grades is the development of our country and its institutions. As a part of the study of that general theme the children learn of the contributions of older civilizations to American democracy, the contributions of religions to American democracy and the contributions of different nationality groups to Springfield and to the nation.

Out of the study of nationality groups have grown a number of interesting projects which have sometimes involved the children of an entire grade.

In one school the ninth grade social studies classes undertook to write biographies of sixty foreign-born residents of the city. Many of the subjects were the parents or grandparents of the children. When the articles were written, the English classes edited them, the art classes drew illustrations and carved linoleum blocks, and the printing classes printed the books. And because the children had come to understand that the men and women who came to America on modern ocean liners were as truly pioneers as those who came in the sailing ships of the Puritans and the Cavaliers, they called their book Pioneer Spirits.

In another school the pupils produced three copies of a beautifully hand illuminated book about the folk music of the nationalities represented by the children in the school. In still another the project took the form of a book illustrating all the different languages spoken by pupils in the school. On each double page the left side bore a neatly handlettered article about the country where the language is spoken and the right page carried the same material in the language of the country. Many of the parents became interested and aided in lettering the foreign language pages such as the Chinese page and the Greek and the Syrian, which might have been difficult for

the children to handle. Thus members of the adult community were brought into the project.

The senior high school curriculum units concern themselves particularly with what may be termed the more controversial phases of education for citizenship. A tenth grade unit to be used in biology or world history covers the theory of race and emphasizes the fundamental equality of all the races of men. In the eleventh grade a social studies unit deals realistically with American democracy as a piece of unfinished business. Another eleventh grade unit to be used as a part of the work in English has to do with an intelligent understanding of the daily newspaper, which will be the principal reading matter for the bulk of the young people after they have finished with school and with literature classes. It has two purposes: to give to students an appreciation of the vast amount of honest effort which goes into the production of a newspaper and to make them aware that newspapers, like persons, have their prejudices and that newspaper writers can be very skillful in the use of propaganda.

Two units are being used in the twelfth grade. The first, Public Opinion and How It Is Influenced, is taken up as a part of the work in social studies. It deals with the importance of public opinion in a democracy, discusses prejudice and its causes, and gives considerable practice in the analysis of propaganda. The second twelfth-grade unit, the High-School Town Meeting, is a core project which not only offers students an opportunity to put to practical use the knowledge they have acquired from all their subject courses, but affords practice in democratic group thinking and in applying the principles of democracy to actual situations.

In these two ways, by experience in democratic living and by the study of specific units of work in the classroom, the Springfield schools carry on their program of education for citizenship. But the program does not end with the schools.

In every town and city the schools reach out into the homes. Each child who goes home with eager talk of what was said and done in school is a bond between the community of the school and that larger community for which the schools exist. But in many other ways the Springfield program of education for citizenship has extended on into the community, and in many ways the adult community has lent its constructive support to the program. Adult Evening Schools provide opportunities for adults to learn English, to improve themselves in their trade or occupation, to continue their education beyond high school, and to prepare themselves for citizenship. The Placement Bureau, as a part of its task of helping school graduates find jobs, works to overcome prejudice among employers against persons of certain races, nationalities, or religions. Special classes held in factories and schools help aliens to fit themselves to become citizens. Discussion groups and Parent-Teacher Associations help to bring about understanding and cooperation between the public and the schools.

The Adult Education Council, composed of interested citizens most of whom are not connected with the schools, sponsors community activities in cooperation with the school system, working through the supervisor of Adult Education in the Public Schools, who is the executive secretary of the Council. It is this organization which has made possible the series of Public Forums that have offered the people of the city an opportunity to hear important questions discussed by nationally known authorities. The Council sponsors such activities as the city-wide celebration of I Am An American Day, outdoor summer "pop" concerts, lecture courses on contemporary problems and non-partisan political rallies held in public school buildings to enable voters to learn about the issues of the campaign and to become acquainted with the candidates. New citizens are encouraged to take an active interest in community affairs and to continue their education in the adult schools after they have attained their first goal — citizenship.

Indeed, from the beginning the Springfield program has been truly a cooperative achievement. It began that way five years ago when Dr. John Granrud, Superintendent of Schools, named a committee of teachers, principals, and supervisors, representing all levels of the school system, to study the whole problem to suggest means of making available to all pupils the fine work being done by individual teachers and schools, and to propose new ways of expanding the program. Miss Alice L. Halligan, now acting Supervisor of Adult Education, Guidance, and Placement, served as chairman. With recommendations of that committee as a starting point, a continually expanding program has been put into effect through the leadership of Dr. Granrud, the understanding guidance of supervisors and principals, and the whole-hearted cooperation of hundreds of teachers. The children themselves and the parents of the children have contributed much. A program of teacher training has been instituted to utilize the experience of such authorities as Dr. Clyde R. Miller of Columbia University and Dr. John J. Mahoney of Boston University. Church groups, social agencies, and various citizens' organizations have helped to inform the public about the program and to diffuse its influence through the community.

That is the Springfield program as it stands today. It represents only a beginning made by a single community among many that are facing the same great task — the preservation of democracy in America.

FAIR PLAY IN TEACHER SELECTION

MARGARET C. ELLS
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Springfield (Massachusetts) Trade School

IN WASHINGTON Irving's *Legend of Sleepy Hollow* the Dutch schoolmaster, Ichabod Crane, had to seek the approval of Baltus Van Tassel in order to retain his job. To insure this, he further conceived the idea of winning the hand of Van Tassel's charming daughter, Katrina, by bestowing favors and giving priorities to the bevy of younger Van Tassels. Indeed, within the memory of people now living in New England, the teacher "boarded 'round," and it behooved him to keep on good terms with his pupils and with the "right people" in town. The revenue from his school was small and his job depended not so much on real ability to teach as upon his success in winning favor. This system drove many good teachers out of the profession, for, regardless of accomplishment, if one did not suit certain persons who had "influence," he had to seek other pastures.

Such practices are a far cry from the best present-day procedure in the selection of teachers, as exemplified in modern American school systems.

The teacher-selection policies of the Springfield, Massachusetts, Public School System are based on the thesis that the purpose and plan of teacher selection should be to promote the welfare of the school children and to bring about the improvement of school services for which teachers are selected.

To make this purpose effective, in 1934 the Springfield School Committee upon the recommendation of Dr. John Granrud, Superintendent of Schools, voted to establish an official Board of Examiners charged with the responsibility of evaluating the qualifications of all candidates for teaching positions in the Springfield Public Schools, and of submitting to the Superintendent of Schools the results of such evaluations.

The board of Examiners consists of three divisions: (1) a Secondary School Division made up of four junior and senior high school principals, (2) an Elementary School Division made up of four principals of elementary schools, and (3) an Evening School Division made up of three evening school principals and the Supervisor of Adult Education. The men and women selected to serve on the Board are experienced, seasoned, discerning, and sympathetic. Their only interest is to serve the citizens of Springfield by recommending to the Superintendent of Schools the best available teachers for the children in the schools.

Under the Massachusetts law the School Committee is responsible for the conduct of Schools in accordance with state and local regulations, and the Superintendent of Schools is the chief executive officer of the School Committee. Upon him alone is placed the responsibility of recommending teachers for appointment. Springfield has lived up to the spirit as well as the letter of that law, and as a result the process of teacher selection is free from pressures harmful to the best interests of the schools. The sole criterion by which teachers are recommended is the merit of the individual as judged by all available standards.

The use of political, social, or other pressures automatically disqualifies candidates from further consideration.

The immediate relatives of members of the School Committee, of the members of the Board of Examiners, and of ranking administrative and supervisory officers are not eligible for positions in the Springfield Public School System.

The function of the Board of Examiners is to make a thorough examination of the qualifications of each candidate in the light of the requirements of the position for which the candidate applies. If possible, the work of the candidate is observed by at least two members of the appropriate division of the Board, and their judgments arrived at independently are then considered by the whole division. If the candidate has taken the National Teacher Examinations, the rating he has achieved is taken into account. Credentials, recommendations, and all other available material concerning the qualification of candidates are studied.

Applicants for positions in the Public Schools of Springfield are interviewed, not by any one member of the Board, but by the full membership of the appropriate division. Meetings of candidates and examiners are held only at the place of meeting designated by the Superintendent of Schools. This personal interview is of prime importance, for although all criteria by which an applicant is judged are studied carefully, the interview brings out characteris-

tics which give an index to the candidate's ability to impart knowledge, and reveals qualities which do not appear in the written application. This is of great advantage to the applicant, as it gives him an opportunity to express his views on education as well as to ask questions.

To the Superintendent of Schools and to him alone are conveyed the decisions of the Board of Examiners. Information concerning the applicant is kept in strict confidence. No member of the Board may discuss such confidential information with anyone except members of the same Board, the Superintendent of Schools, or his supervisory staff.

Springfield has many applicants, though at present a large proportion of them are not in the fields in which there is the greatest need. In a four-year period from January 1, 1939, through December 31, 1942, 1068 teachers applied for positions in the Springfield Public Schools, and about 640 in the Evening Schools, making a total of aproximately 1700 candidates interviewed by the Board of Examiners in four years. The reason for this large number of applicants is clear — teachers are eager to get into a system where ability and merit are recognized. It is not uncommon for the Secretary of the Board of Examiners to receive applications from far-distant states, with the explanation that the applicant has heard of the system by which Springfield teachers are recommended.

Springfield is proud of its school system. A recent Chamber of Commerce booklet declares that Springfield is a good place in which to live "because of its excellent school system." "No major city," says the booklet, "can maintain its position without a good school system and the citizens of Springfield can point with justifiable pride to its progress in the field of education, with its high schools devoted to classical, commercial, and technical training. Only recently a new $1,500,000 trade school was opened to fill the increasing demand for skilled workers."

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More important than buildings are the teachers in the school classrooms. It is evident that such teacher-selection policies as those operative in the Springfield Public School System redound to the benefit of the community. They lift the level of the teaching profession above any possible "influence" to a plane where merit counts and one rises on ability. They recognize and reward professional growth and competence. They influence the community not to be niggardly with those who are charged with the training of youth — our most priceless possession. They draw leadership that has a vision of the educational needs of tomorrow. Through the Springfield method of teacher selection, applied with equal fairness to all candidates, without regard to race, creed, or nationality, the democratic way of life is practiced in reality. And always the ultimate purpose is the same—that of finding teachers of ability, understanding, and vision, in order that the children of Springfield may have the best teachers, the best schools, and the best education that the school system is able to provide.

One College's Plan for Veterans

M. L. FAYER
Middlebury College, Vermont

WITH military strategists, radio commentators and news analysts, both here and abroad, constantly assuring us that the war will be over much sooner than any of us dared hope only a few months ago, educational institutions everywhere are beginning to take cognizance of their responsibilities toward the returning service man. Just as these colleges gave their facilities unstintingly to answer the needs of the Army and Navy units stationed on their campuses, now they are getting ready to lay before the veteran every resource at their command. The "G. I. Bill of Rights" grants him the legal right to these resources — the administration and faculties are making them available.

In this, Middlebury College is typical of the small liberal arts colleges throughout the country. By its very nature the liberal arts college cannot do what some of the technical schools are doing in permitting men to enter on any Monday and pick up the work from there. But it can and must be prepared to serve in its own unique way. It must and is giving serious consideration to the special problems presented by these men; and to the role to be played by the liberal arts college in their solution.

For this purpose an Educational Counselling Service has been set up on the Campus at Middlebury to offer special, individual advice and guidance to the veteran entering college. Either as a freshman or as an advanced student, he will meet with advisers who will help him adapt his past experience and training to his choice of studies in anticipation of his future plans. Opportunities for further professional training in graduate schools as well as opportunities for immediate placement upon completion of the liberal arts curriculum will be carefully studied.

Recognizing the fact that the test of a liberal education lies in its ability to be translated into terms of human endeavor and achievement, Middlebury College has adapted its liberal arts program to preparation for various careers. Each man will be given an opportunity to accelerate his program as rapidly as he is able, thus cutting

down the time which separates him from gainful employment.

An Advisory Board for College Men Returning from the Service has been set up in which many New England colleges are now participating. This Bureau maintains placement contacts to aid students in securing professional, business or industrial employment. In addition to this most colleges maintain their own counselling and vocational guidance programs through which they establish contacts with desirable employment opportunities.

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The soldier returning from this war is not the "forgotten man" who came back in 1919 after World War I. His government has made adequate provision to secure him the educational opportunities he deserves, and the colleges are ready to give him those opportunities as an individual so that he may secure the education he wants, for the job he wants to do, in the shortest possible time. In many fields of work the veteran will be more desirable because of the experience he has had and the maturity he has acquired. This experience and maturity coupled with a liberal education will make him invaluable.

HAS SAINT G. I. SLAIN THE DRAGON?

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Buckhannon

FOR a time, I thought that the remarks emanating from many men in my Aircrew physics classes were simply the remarks of men who knew little of education, who little appreciated the problems involved in stirring the human mind to thought and action. They seemed to think that college education had been in the Dark Ages before this war, and that the War Department had solved all educational problems. To hear them talk, we of the teaching profession had simply been content to accept defeat in the attempt to solve our problems. Then the Army had come along, and — behold — the problems disappeared. Saint G. I. had slain the dragon of educational incompetence.

This was the feeling, there was no mistaking it, of many of these men whom we were training. So long, however, as it was only their feeling, it did not strike me as serious. But now we find echoes of this in the public press and articles in prominent journals predicting a post-war parnassus, based on army methods of instruction which will revolutionize education. And, through it all, runs the pettifogging note that we of the educational profession were too incrusted with mental barnacles and too interested in maintaining our supposed throttle-hold on learning to attempt the radical changes supposedly devised under the stress of war. When the public begins to be given this sort of misinformation — indeed, when there seem to be some even in the educational field who swallow it wholesale—it is time to take stock.

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First of all, we might ask how advanced and radical the methods used by the army for training purposes really are. Next, what is their application to peace-time pursuits? Finally, are the philosophies of war-time education and peace-time education the same?

One of the supposedly radical innovations in training in this war is the use of motion pictures. The army uses motion pictures, mixing animated drawings with actual shots, for almost every conceivable sort of purpose. These seem to please the men, and are probably very efficient for the purpose at hand. But to say that the use of motion pictures is radical, is simply to imply that teachers did not recognize the value of visual education before the war.

The army uses visual education to a greater extent than it has been used before, but that is simply because the army has the money to do so. The average teacher in the public schools and average college instructor just did not have the money necessary for all the film he or she would have liked to use in pre-war classes. It is a sad commentary, parenthetically, on the all-consuming nature of war that for destruction and death we can find funds, while for construction and life the cupboard always seems bare.

Without trying to underestimate the value of visual education in its place, I believe we can well ask some questions about its use as an educational panacea, since some members of the general public and some members of the teaching profession seem to regard the motion picture as next to the Declaration of Independence in importance for freedom of the human spirit.

I have had the opportunity to see many of the training films used by the Army, and I come away from this experience with one major impression — inefficiency. Often one-half hour is required to

get across a point which any competent instructor would consider the work of five minutes. The virtues of motion pictures are often fictions coming from this very fact. Most of these movies take one or two points to drive home. Given the time required to show the film, it is fair to ask whether anyone might not have driven home the same points just as thoroughly.

For training men in the use of certain tools or instruments, of course, the motion picture is valuable in that the tool or instrument can be enlarged or schematized in drawings on the screen to enable a large number of students to grasp the principles simultaneously. But, after the showing in a dark room where the actual materials are not at hand, laboratory work is necessary with the tools or instruments themselves before competence in use can be acquired. This fact, in itself, would argue against the universal usefulness of the training film.

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I think that it is safe to say that the motion picture and film-strip are most useful in showing illustrative material to supplement oral and visual instruction. Their next most important use is in illustrating the construction of instruments, tools, and the like, and showing the correct procedures for using these. The cultural value of films may be high or low, depending chiefly upon the thought put into them. Their power to inspire thinking is low. Their power to stimulate constructive habits of thought and critical attitudes is almost nil. In short, visual education is most valuable in just the type of training in which the army is interested. When peace-time education is restored, the picture still will have its place, but it cannot replace a competent teacher, nor can it develop in students a thinking, questing mind as a good teacher can. In brief, the army's progress of visual education is efficient for its purposes, but our friends who think that teachers have simply missed the bus on this count, just do not know the facts.

Another of the innovations in war-time which is being ballyhooed as the essence of educational renaissance in teaching is the speed-up system and the so-called practical systems for teaching languages and science.

There have been many who have not stinted in picturing the high-school and college instructors in languages as incompetent, lackadaisical, impractical moss-backs. They are contrasted with the new G. I. instructor, or professor under army supervision, a model of efficiency, turning out men who can speak a language in a few months. Almost every one, in fact, who writes at all on the impact of war on education takes a pot-shot at the language instructor, and pictures the glory and simplicity of learning languages in the post-war schools, now that the army has shown the language teacher how his subject should be taught.

It has not seemed to occur to most of these predicters that the Army gives a man learning a language a great deal more time for it than the ordinary college or high-school student gets. The trainee under the war-time system, for instance, does not have to sandwich history, chemistry, mathematics, sociology, and a few other such courses in with his learning of a foreign language.

Will the ultimate product of this training be like the waiters on trans-oceanic liners in happier years who "spoke" a number of languages? Will he be fully capable of carrying on a conversation, provided the conversation stays within limited bounds and does not involve any unusual words? Will he, in short, be capable of understanding directions and giving directions and reading a newspaper and simple prose in the language he has learned, but incapable of understanding the best writers of the language or of carrying on an animated conversation with the educated persons of the country using that language? If this is true, he has been trained in languages, but not educated. A man who can give orders in German may be incapable of appreciating the poetry of Goethe, Schiller, and Heine. A man who can read a newspaper in French may be left unmoved by the words of Voltaire, Hugo, or Dumas. And here is the crux of the whole matter. The Army is interested in training men to serve in foreign countries at Army jobs. The high-school or college is interested in the education of the person, and this involves appreciations and interests beyond the mere speaking of a language.

The proponents of the army system of language instruction may point out that many of the products of the high-school and college cannot speak a language which they have studied. In this the critics have the advantage of the pre-war teacher, for the products of the army schools are all fresh and shiny. How well will most of them speak the language which they are being taught ten years from now?

The Army, in brief, has shown ingenuity in designing its curriculum for the type of training it desired, but the language teacher is still left with most of his problems unsolved. This is not to say that some of the methods used now for language instruction may not prove valuable in post-war training, but these methods alone do not assure us that future citizens of America will be linguists without effort and cultured without work.

In science we have not had the pity and reproach cast on our teaching quite so much in the public press as has the language teacher. But the pressure is there just the same. The idea that scientists are all right — they are necessary for winning the war, after all—has made the educational wizards of war-time tread just a little lightly. The tendency has been perceptible, however, to encourage cutting out the "theoretical" parts and making it "practical." This is functional education, to the limit. It is the confusion of technical training with education in science.

The curse of functional educa-

tion of any kind is its tendency to evaluate everything on the basis of immediate usefulness, and this is nowhere better seen than in this type of science instruction. The student is first inspired to ask what courses he needs, and he might decide that, since he is going to be a pilot, he needs no English, no history, no literature, no languages, and so on. This narrows the field down to mathematics and science. Then he is ready to dispense with all mathematics not necessary in navigation, and all of chemistry, and biology, leaving only physics. But all of physics? Of course not. Light and sound need not be studied, and electricity can be almost omitted, and so on down the line. The result is that, before each fact is stated, one must ask whether a pilot would use that fact or idea. If there is the possibility that he will not, then out with it.

But is this the ultimate purpose of a high-school or college education? Are we to turn out gadgeteers and automata? Is everyone to be simply a trained robot, having no further appreciations or interests? This sort of training, which would require a definite and fixed goal for each person, may be suitable for the army, where each man can be given a fixed goal, but it is certainly not suitable for peace-time education. The person in science who would know only that he does things in such and such an order without knowing why, is useless except as an assistant. Peace-time science has simply been given new faith in the responsibility to teach the basic background instead of the "practical" fringes.

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So far as the teaching of art, music, and most liberal arts subjects except languages, is concerned, the war-time spirit of education has not given much help. It is assumed, apparently, that some of the methods of war-time instruction can be carried over into peace-time instruction in these fields, for do not the critics of education now point out that all of education will be revolutionized? One is inclined to ask whether methods suitable for languages and science are to be used to solve pedagogical difficulties in these other fields as well? Perchance, the motion picture will solve all problems here. Perhaps, on the other hand, our critics figure that these subjects are non-functional anyway and therefore can be dispensed with.

These so-called solutions to our post-war educational problems — visual education, speedups, and functional education, whether under its usual guise or hidden under pretty terminology — do not begin to solve our problem. We can make technicians, mechanics, or glorified grease-monkeys out of the future generations of Americans, but unless this knowledge and training be given direction and meaning, we are simply storing up troubles. Knowledge alone of this character never yet has assured ethical behavior. But ethical behavior is our crying need today.

We must bring into our schools thought-provoking teachers who will incite the student to think and to think clearly. We must reintroduce ethical and moral principles into our teaching. We have too long left this to home, church, or what not, too long had rules against teaching any form of moral and religious values, while teachers that undermine the moral principles on which a just society can be built are left unhampered. It would be too bad if this war simply leads us into an extension on a grand scale of technical training to the exclusion of all moral values.

We are cavemen in an Age of Science. The world has been given airplanes, plastics, medical miracles, alloys, synthetic fibers, man-made vitamins, jet-propulsion, and so on, and so on, but these have so far been used too much for individual advantage and carnage. There must be some social and moral direction given to people who are permitted to handle such explosive materials.

We are being told that education was in the Dark Ages, and a new renaissance is now dawning. Yes, education was in the Dark Ages. And all humanity is now going through the Dark Ages of social and moral adolescence, as the former Dark Ages were of scientific adolescence. But it is not with this backward step toward further materialistic, "pracical", functional teaching in its narrowest sense that we are going to progress. We must give these highly trained animals which we are producing some moral direction, or they remain animals, and dangerous animals, because well armed.

Hitler's children started their "moral" education in the first grade. Subtly, the Nazi ethics were introduced into every subject studied by these children. That these tactics gave a purpose and an "ethical" solidarity (in the Nazi sense) to these children cannot be doubted. I do not suggest the introduction of Hitler's teachings into the public schools of America, but I do suggest that we could well afford to ponder the need for introduction of valid moral purposes and ethical standards into our school work, from the kindergarten to the Ph. D.

Hitler's children have the technical knowledge, they know their airplanes, they are well trained in practical science. But these children have a purpose behind their training which is inimical to all that we have fought for for centuries. Is there any better illustration of futility of technological science as a world Savior? If they can be given a purpose, however, for their training, can we not give a purpose to our children?

Considered in the light of moral purpose, most of war-time education is useless for peace-time. Training is not education, and yet it is training in which the army is chiefly interested. We have seen that the so-called innovations of war-time education either have been tried and are therefore not innovations or are backward steps, the introduction of more of the "practical" philosophy into life.

It is high time that some thought be given to bringing about a reali-

zation among the general public, especially among the children, that gadgets and chemicals are not enough, that the problems of peace and a richer life lie deeper than airplanes, that one self-regulating personality is more valuable to society than a million highly trained robots. The solution of these problems, from the teacher's standpoint, still remains to be found. It must be found, or our dreams of peace are delusions.

DEVELOPING THE STUDY HABIT

MABEL VAN NORMAN
Mary C. Wheeler School
Providence, Rhode Island

WHAT are the elements involved in concentration, or learning how to study? Some important factors are the following: there must be an interest or, failing that, a sense of duty, or both, which urges the pupil to undertake the work; the task or assignment required must be clearly understood by the pupil; the task should not be too long, nor too difficult, yet difficult enough to be challenging within the powers of the pupil; the physical conditions must be reasonably conducive to study.

The ability to study effectively is a thing of growth. Eventually a "good student", as we say, has interest or a strong sense of duty, or both; she has learned how to cope with assignments and to give herself suitable physical conditions, she has learned to analyze the nature of her tasks or problems in the various subjects, to select the particular method of work appropriate to the particular subject, to overcome difficulties and to seek help. She has learned to budget her time. When a student attains this degree of proficiency in how to study, she is indeed mature. Most adults never attain this maturity. How much may we expect of children?

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The first steps toward an interest and toward working consecutively with concentration come in the nursery school. As soon as a child joins the group in the morning there is some play or activity which she either chooses or which she can become interested in choosing, because the most effective drive is the drive that comes from within rather than the drive which the teacher has to develop by strategy or compulsion. Even at this age pupils must learn to turn from one activity (or, if you like, study,) to another. This is their first experience in timing their work. It is most unwise to break suddenly into the child's train of thought and force an immediate change, so plenty of warning is given, *e. g.*, "Pretty soon we are going to put the toys away and go out-doors"; then, "Now let us put toys away", etc. The requiring of immediate obedience when a young child is engrossed can cause a sense of defeat and frustration that may develop into resistance to study and even into problems of conduct, such as tantrums. This principle holds true to a lesser and lesser degree as the pupil advances. By the time upper school is reached we consider the pupil ready to plan her own approach to the change, *i. e.*, to budget her time, to watch the clock enough to be ready for the next change.

In the primary grades the span of attention is somewhat longer. In the first grade, for example, reading a story can continue to absorb an average pupil for fifteen minutes, but reading carefully for word study probably for not more than ten minutes. Arithmetic in grade one is generally learned in connection with activity, so it can keep a pupil absorbed for twenty minutes. Writing, however, requires very close attention, first as to subject matter (what is to be written), then as to the muscular movements involved and the forming of words and letters, and finally there is intense interest in the result, therefore ten minutes is generally long enough.

▼

To be specific about each grade would make this report far too long, so I shall turn now to grades six through eight, or even nine, for in these grades the characteristics are ones of degree rather than of difference in kind. Because girls of this age are growing rapidly physically, because they are developing emotionally and because their interests are expanding in constantly widening circles, their powers of sustained attention do not increase as rapidly as might be expected. During these years there is a physical and a mental restlessness. The attention span is likely to vary from an hour on a novel or on art in which the stimuli change frequently, down to twenty or twenty-five minutes on something that requires intensive thought, such as arithmetic problems or map-making.

By the tenth, and continuing through the twelfth grades, there is a noticeable gain in maturity, generally evident by a longer span of attention and an increased ability to keep more than one aspect of a subject readily available for consideration, so assignments are less definite as to details and less specific as to time and more scope is indicated so that individual abilities may be developed.

What the teachers in all the grades do in their teaching is to try to stimulate interest in the

matter to be studied, to make the assignment clear, to prepare the ground so that the pupil knows how to attack the assignment, to give an assignment of a length commensurate with the attention span expected in a given grade, and, if the studying is done in a school period, to see that the physical conditions are as right as possible.

▼

For the studying to be done at home, parents can, and in many cases do, co-operate by teaching the pupil to arrange the physical conditions properly, e. g. light, air, desk, chair, quiet, freedom from interruption, etc. Parents can also help in removing the element of competition with another pupil. The urge to excel another child is temporary and superficial. Competing with one's self is different. Trying to master a subject better today than one did yesterday increases one's attention and is a wholesome interest. In this matter of studying, close co-operation and understanding between teachers and parents is vital, because children of all ages, and especially from the fifth to the ninth grade, like to be closely associated with another person, either a parent or a chum. Often the request for help is really the expression of a desire for company.

We must remember that no two children are alike, and that ability to concentrate, like the ability to play tennis, bridge, chess, ride, be a concert pianist or singer, varies from a low degree in some children to a high degree in others.

What teachers and parents need to do with regard to concentration is to make every effort to estimate each child's capacities, and to set the scene that will stimulate her to use her powers effectively and so help her to develop those powers up to her individual limits. It is not easy.

JOHN RUSKIN'S VIEWS ON EDUCATION

C. C. HARVEY
Nyssa (Oregon) Public Schools

RECENTLY a well-known educator began a lecture on the topic of "Education for Character and Citizenship" somewhat as follows: "I once heard a definition of education which has had a great influence on my thinking about this topic. I don't know the name of the original author of the definition, but I believe that it expresses in a nutshell about what we should endeavor to accomplish in character and citizenship training." He then gave the two sentences on education which are from the writings of John Ruskin and which are the first two quoted below.

The views on education of this famous English writer and intellectual leader who lived from 1819 to 1900 are worthy of study by present-day educators and thinkers. One of the outstanding intellectual idealists of the Victorian Age, Ruskin devoted the last forty years of his life to describing his "Utopia." Nevertheless, his ideas on education do not seem visionary or impractical. His writing was done at a time when interest in problems of education was much less general than it is today.

Some of the educational views which he held might be found helpful as well as interesting to educators of today. It is my belief that these ideas have not received the attention they deserve. I cannot recall that the ideas were mentioned in connection with any of the several courses in education in which I have been enrolled. It was in a course of English Literature which dealt with the writings of Carlyle and Ruskin that these ideas on education were discussed. Ruskin wrote on almost every conceivable subject related to art, society, and learning. A list of his collected works includes about fifty large volumes. Perhaps it is little wonder that his ideas on education have not found their way into educational textbooks and classroom discussions.

Ruskin's views on education might prove helpful and stimulating to those who are concerned with educational problems of today. They might be especially interesting to those who are primarily concerned with character education. The following quotations are selected with a view of presenting some of his outstanding ideas on education:

Education does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It is, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work, to be done by kindness, by watching, by warning, by precept, and by praise, but, above all,—by example.

▼

The main thing which we ought to teach our youth is to *see* something,—all that the eyes which God has given them are capable of seeing.

▼

It might be matter of dispute what processes have the greatest effect in developing the intellect; but it can hardly be disputed what facts it is most advisable that a man entering into life should accurately know.

I believe, in brief, that he ought

to know three things:

First. Where he is.—That is to say, what sort of world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it.

Secondly. Where he is going.—That is to say, what chances or reports there are of any other world besides this.

Thirdly. What he had best do under those circumstances.—That is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has had his will so subdued in the learning of them that he is ready to do what he knows he ought, I should call educated; and the man who knows them not,—uneducated, though he could talk all the tongues of Babel.

▼

The great leading error in modern times is the mistaking erudition for education.

Education is the leading human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means; the training which makes men happiest in themselves also makes them most serviceable to others. . . . I believe every man in a Christian kingdom ought to be equally well educated. But I would have education to purpose: stern, practical, irresistible, in moral habits, in bodily strength and beauty, in all faculties of mind capable of being developed under the circumstances of the individual; and especially in the technical knowledge of his own business.

It would be part of my scheme of physical education that every youth in the State— from the king's son downwards—should learn to do something finely and thoroughly with his hand, so as to let him know what touch meant; and what stout craftsmanship meant; and to inform him of many things besides, which no man can learn but by some severely accurate discipline in doing.

▼

Music was, among the Greeks, the first means of education; and it was so connected with their system of ethics and of intellectual training that the God of Music is with them also the God of Righteousness. And the Greeks were incontrovertibly right in this. Music is the nearest at hand, the most delicate, and most perfect of all bodily pleasures; it is also the one which is equally helpful to all the ages of man.

▼

Teaching of truth as a habit will be the chief work the master has to do; and it will enter into all parts of education. First, you must accustom your children to close accuracy of statement; this both as a principle of honor and as an accomplishment of language, making them try always who shall speak truest, both as regards the fact he has to relate or express, and as regards the precision of the words he expresses it in, thus making truth (which indeed it is) the test of perfect language, and giving the intensity of a moral purpose to the study and art of words: then carrying this accuracy into all habits of thought and observation also, so as always to *think* of things as they truly are, and to *see* them as they truly are, as far as in us rests.

▼

The last part of education will be—whatever is meant by that beatitude of the pure in heart—seeing God rightly. In all phases of education, the main point is that it should be a beatitude, and that a man should learn to rejoice rightly. This, then, is the sum of education. All literature, art, and science are vain, and worse, if they do not enable you to be glad; and glad justly. And I feel it my duty to say that I believe our modern methods of teaching, and especially the institution of severe and frequent examination, to be absolutely opposed to this great end; and that the result of competitive labor in youth is infallibly to make men know all they learn wrongly, and hate the habit of learning.

Of schools, in all places, and for all ages, the healthy working will depend on the total exclusion of the stimulus of competition in any form or disguise. Every child should be measured by its own standard, trained to its own duty, and rewarded by its just praise. It is the *effort* that deserves praise, not the success; nor is it a question for any student whether he is cleverer than others or duller, but whether he has done the best he could with the gifts he has, . . . Therefore, over the door of every school, and the gate of every college, I would fain see engraved the absolute Forbidding: Let *nothing* be done through strife or vain glory.

▼

Science does its duty, not in telling us the causes of spots in the sun, but in explaining to us the laws of our own life, and the consequences of their violation. Art does its duty, not in filling monster galleries with frivolous, or dreadful, or indecent pictures, but in completing the comforts and refining the pleasures of daily occurrence, and familiar service; and literature does its duty, not in wasting our hours in political discussion, or in idle fiction, but in raising our fancy to the height of what may be noble, honest, and felicitous in actual life;—in giving us, though we may ourselves be poor and unknown, the companionship of the wisest fellow-spirits of every age and country,—and in aiding the communication of clear thoughts and faithful purposes, among distant nations, which will, at last, breathe calm upon the sea of lawless passion, and change into such halcyon days the winter of the world, that the birds of the air may have their nests in peace, and the Son of Man where to lay his head.

A HIGH SCHOOL ART ASSEMBLY

HAROLD L. MOODY
Watertown (Massachusetts) High School

HIGH School Art offers the student a constructive program of endeavor. It is forceful and practical in its contribution toward culture and industry. It assures the post-war art-trained boy or girl a profitable career. This was ably demonstrated, I believe, at a recent art assembly planned and presented at the Watertown High School, Watertown, Massachusetts, at the close of the last school year.

In a talk before the Assembly I emphasized the present demand for designers, especially women, in all fields of business in anticipation of post-war needs of advertising and industry. I also then encouraged and do also now encourage the talented youth to enter the field of professional art in the assumption that the trend will be accelerated with post-war consumer production.

Our most enthusiastic art club stressed the future opportunities in professional art before two forty-minute assemblies with demonstrations of the actual work done in the art club and art classes.

With a background of music furnished by our excellent school orchestra the curtain went up on a group of art students busily working at their easels. As the drawings were done on 20 x 30 illustration board and on large easels, they were readily visible from all parts of the auditorium.

Arranged around the stage to afford the best view of their work were four girl students and two boys who developed their respective projects with amazing speed and dexterity.

An attractively gowned student model in mid-stage, sitting on a high draped platform, was the center of interest, as she held a captivating pose for a top ranking member of the junior life class.

His pencil sketch, handled with simplicity and directness, was expertly blocked in and he was laying on his color in no time. Well trained in construction, he used the method stressed in the life class where quick action sketches are the order of the day for six months of the junior and senior years. Students of this class make numerous sketches during a 45-minute period, thereby developing freedom and confidence with authentic, honest and strong lines.

Both boys and girls pose voluntarily in the life class and choose their own costumes which range from sports wear to evening and fancy dress.

A project in applied design was skilfully worked out by a girl member of the advanced design class. She chose tropical fish as her motif, and after a careful pencil composition she worked her scheme out in colorful chalk.

This sketch was particularly attractive as it was done in broad, simple areas of nicely distributed color. It was a splendid example of the adaptability of marine life to design.

Possibly the most interesting project outside of the life sketch was the development of a four color war bond poster, which was literally blown together. Four flit guns, one for each color, were used to spray the poster paint through mats cut for each application. The mats incidentally were cut previous to the demonstration.

The subject matter was composed of a helmeted soldier, head and shoulders, against a background of bursting shells and war-torn terrain. Large block letters screaming BUY — BONDS—NOW —swept across the landscape.

The first mat was a tint block of brown for the helmet, uniform and the terrain. This was laid in place over an illustration board and held with thumb tacks while the color was blown on. The second mat of orange for the soldier's face and the bursting shells gave the audience a clue as to the idea. A third spray of red for the word BONDS was applied, and the final and key mat was black for the detail—making a very striking poster and demonstrating a most practical way of making a considerable number of posters from the same set of mats. This method is used occasionally for school activities where there is need for speed in producing a large number of posters.

A splendid example of fashion drawing was produced with nice freedom by a girl student of the life and fashion class. Utilizing nearly full length of her board, the construction of the figure and subsequent draping was done from memory. A rough pencil layout sufficed for guide in applying color. The result was a stunning figure in a black and green checked suit, green top coat and shoes to match.

Still life studies are familiar musts to the art student, and a demonstration would not be complete without at least one example.

A nicely arranged vase of dogwood and yellow daisies was set against a deep maroon drape and sketched in vigorous strokes emphasizing the large masses of light and shade. This subject proved most interesting, done in pastel in brilliant color.

In order to overcome a lag in interest in such a long assembly, it seemed advisable to inject a bit of humor here and there.

This part was ably taken care of by one of the class cut-ups in the role of the Mad Artist, who incidentally is a most talented student.

After the demonstration was well under way, he made his appearance

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dressed in the traditional smock and beret, moustache and goatee. The smock was of brilliant yellow and blue and the beret was a huge one.

Carrying an immense palette, a dozen large brushes and an oversize paint box, the artist strolled on stage and was introduced by the Master of Ceremonies as Anton de-Michael DeAngelon, the great painter who has consented to pay us a visit and possibly paint something.

After registering disgust in the work of the others, he stomps to the corner of the stage where he finds an easel and canvas, and being inspired through the use of a yo-yo proceeds to produce a ghastly conglomeration of shapes and colors—labeling it SUNLIGHT RUNNING UPSTAIRS — $100.

His attempt to sell his horror to Mr. Vincent Van Snort, an art connoisseur who drops by, fails.

He however succeeds in making the sale after turning the painting upside down, changing the name and raising the price.

Further humor was worked in as the need arose and the demonstration closed with all participants completing their schedule on time. Reports from the school proved the assembly a real success.

Let me repeat that High School Art education offers students a constructive program for one of life's pleasant and frequently profitable pursuits.

Jean

ELIZABETH MOORE

JEAN flaunted herself into my schoolroom, shoved her enrollment blank at me, and said she was a new girl from Texas. Before I could speak, she went on to say that her mother, father, and twin sister had been killed in an automobile accident in Houston, just six weeks ago. They were driving along a high road when a truck came zooming around a sharp curve and crowded them over an embankment. All three were killed instantly. I sympathized with her and told her the children and I would do all we could to help her. Then with tears in her blue eyes she said she had changed her name from Mildred Tolley to Jean Morton because she was now living with an aunt and uncle whose name was Morton, and they had adopted her. I told her I couldn't understand that because it usually took a year or so to get adoption papers through. She looked me straight in the eye and said she didn't know anything about that, but they did it in six weeks. I didn't care to contradict her further, so showed her her seat and where to hang her wraps. I introduced her to several of the girls and asked them to take her under their wings for a few days until she knew her way about.

Jean was different from my little ninth grade girls. She was more sophisticated, more lip-sticked, more rouged, more frizzy, and very slinky. She had a peculiar way of sniffing and curling up one corner of her mouth. Her seat was toward the back of the room and right across the aisle from Kenneth. Kenneth was very immature for his sixteen years, uncouth, stupid, and his long arms stuck out about three inches below his frayed sweater sleeves. Jean hadn't been back there ten minutes when I noticed Kenneth smiling like a Cheshire cat, squirming around in his seat, rolling his eyes, dropping his pencils, and otherwise making a fool of himself.

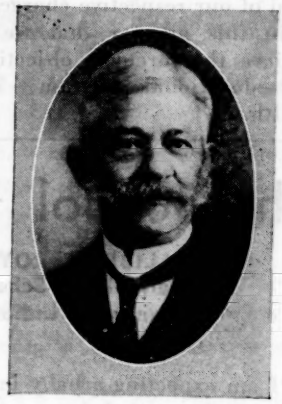
I snapped out, "For goodness sake, Kenneth, what's wrong with you? Get busy on your spelling. You know how hard it is for you."

But Kenneth only looked at me and grinned. From that moment on he was Jean's slave.

Jean was tardy the next morning; the next two days she was absent; and so it went — tardy, absent, tardy. Finally, I grew disgusted and asked Mrs. Weiland, the visiting teacher, to investigate. She did so, and this is the story she told me:

Jean was not from Texas at all. Her parents were dead, but they had not been killed in an automobile accident. In fact, the mother had died at Jean's birth. The father had remarried. Then he had died and the step-mother had kept Jean. She had remarried and the aunt and uncle had taken Jean. By this time the child had become defiant, obstreperous, and sneaking. She had resented their authority and had run away. The vice squad had raided a certain house, and there with many older girls was Jean. She, being only fifteen, was sent to the girls' detention home. In the court proceedings, it was found that Jean was not an inmate of the house, but a friend of the woman who ran it. She was then paroled to her aunt and uncle. Because all of this had been in the local papers, she did not wish to go back to her former school, so she had been transferred. The court had also authorized the changing of her name and it was now 'Jean Morton'.

Monday Jean was absent again, but she phoned and told the princi-



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pal she wouldn't be in school for a month or so because she was going to have an appendicitis operation. He didn't believe it and neither did I, so again we had Mrs. Weiland investigate. She called the juvenile court and they in turn called her doctor. He said it was true and that a room had been reserved for her at one of the hospitals.

Jean was out about a month, and then came back apparently a changed-for-the-better girl. She stayed after school and told me she had thought things over while she was ill in the hospital and that from now on she was going to walk the straight and narrow path —no more lying, no more gypping —and no more picking up with soldiers at the bus depot.

Her good resolutions lasted exactly three days.

Poor little Jean! She is just a little girl with problems too deep for her.

Better Health for Better Learning

SAMUEL TURCHIN
Metropolitan Vocational High School
New York City

MARY SANDIN came to our school a physically and mentally defeated fifteen-year old. Her mouth harbored a whole set of infected teeth and her general appearance was of a shabby and unclean nature.

It is the rule of our school that every pupil must be examined by a physician assigned through the kind offices of the Board of Health. Little Mary in a short time was to be examined by Dr. Robinson, our doctor. After a general examination in which Mary was found to be in a fair physical condition, she was advised to see the dentist, also assigned to the school by the Board of Health. Here Mary was to undergo a complete rehabilitation which enabled her to live in a manner similar to other girls in her class. She was recommended to a free city dental clinic where all her teeth were extracted and two sets of artificial teeth fitted for her. She wears these plates now and while she is still conscious of them, her appearance, her mental attitude have taken on a salubrious light. She is happy, gay and alive.

Joseph Lewis entered our school about seven months ago, a sallow, undernourished and weak lad. He was mentally slow and physically desultory — a "problem boy" he was termed. A physical examina-

tion determined a simple case of lack of proper diet. Upon further investigation it was found that his family was indigent and therefore unable to supply him with sufficiently nourishing food. No time was lost in arranging for this boy to receive milk at 10 o'clock daily and a nourishing luncheon, all provided free of charge by the school. We also advised his parents what foods this lad needed and urged them to supply him with these as far as it was possible financially. In a short period this youngster began to lose that sallow complexion and commenced to speak and think with a decided sharpness and clarity. He reacted in his studies with a fine degree of intelligence. He was no longer a "problem boy".

▼

One morning Tony Martino hobbled into class and sat down. He writhed in his chair and a painful grimace covered his face. I questioned him about his foot and as he was apparently preparing to answer me he collapsed. I immediately carried him into the medical office. I went back to the classroom leaving Tony in the care of our physician. I was soon notified that he was rushed to the hospital with a badly infected foot. I found out later that he did not mention anything to his family about his foot because he was afraid — just afraid. Of course my quick action saved the boy's leg and his parents have been eternally grateful to me.

▼

These cases can be multiplied many times. By virtue of a basic philosophy of teaching boys and girls rather than subjects, we are enabled to work harmoniously and effectively with physicians, dentists and psychiatrists to help our physically and mentally wanting youngsters. We leave no stones unturned in seeking the cooperation of parents. In many cases, as illustrated earlier, we notify the parents of the work to be done and where it can be done without charge. In other cases where we know that the parents are financially able, we advise them to visit private physicians and dentists to correct any defects our people find. In all cases it is advisable to make parents cognizant of the health conditions of their offspring and to work with them for the common good of our respective charges. It is in this manner that we may achieve the foremost objective of our educational program — sound health.

My Class in Night School

SALIBELLE ROYSTER
Reitz High School
Evansville, Indiana

NINE boys on the verge of the draft, three married women, two girls who had left high school to go into war work, and a very young high school girl trying to finish in three years made up my first and perhaps my last English class in night school. So different was it from the dozens of day school classes I have taught that merely conducting it was a pedagogical experience.

In the first place, the ages of my fifteen pupils ranged from sixteen to thirty-five. No two of them had had the same training in English or the same amount of general culture or even similar home backgrounds. I soon found that instruction should be of an individual nature. About the only thing that my students had in common was a general weakness in spelling, punctuation, and correct usage. They certainly had that.

Then I learned how much more they needed than English. Because there were so few of them and because there was time before and after class and at intermission for friendly conversation, they soon of their own accord began telling me what was on their minds. I quote several of their remarks almost verbatim:

"I am already eighteen, and this *has* to be my last semester in high school. In order to finish with a diploma, I am permitted to take *nine* subjects, seven in day school and two down here. Just now all my teachers are saying 'More steam!' "

"I am expecting a baby in July. Because I married last year and dropped out of a girls' school in the East, I lack two credits of high school graduation. If I can work ahead and finish this course and one other by May, I shall be through."

"I am deferred because I help my father run the farm. Although I am already eighteen, I lack almost a year of completing high school. If I attend day school, I shall lose my deferment. Do you suggest correspondence work in addition to night school? There are slack days when I could study."

"We are all three eighteen and in essential industry, lacking only a credit or two of high school graduation with our class. We work eight hours a day and come to school in the evening. As soon as we have our diplomas, we shall enter the services."

"I dropped out of high school at the end of my freshman year and married. My little girl is eight years old. I am a riveter in a war plant, but I always wanted to be a journalist. Do you think that I have any ability in writing?"

"I am only seventeen, but I am entering the navy as soon as school is out. If I make my credits here and in day school, I can go with a high school diploma."

"I could have went to college once, but I didn't want to then. Now I wish I had of went."

"Because my favorite brother was drafted, I wanted to be patriotic too. I quit school at the end

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of my sophomore year and went to work in a war plant. That was a year and a half ago. My parents now want me to give up my job and finish school. Do you think I should do so?"

"I have passed the flying test and expect to be an aviation cadet. I am taking seven subjects this semester in order to finish school before I go."

"I teach dancing in addition to working eight hours in a munitions plant. I know that I should study more, but when?

▼

They all needed to study more, I soon realized, but like Marjorie's, their question was *when*. Nearly all of them were working up to capacity, and several were trying to go beyond that. Epidemics of colds and flu laid them low, and repeated absence from illness and other causes threatened the coveted credits of several members before the semester was over. Yet all but three struggled back eventually and made up their work after a fashion. Their teacher tried to make adverbs and sentence structure entertaining, but it was discouraging when some of her students were always half dead for sleep. I tried to help Frances to get through while the weather was still cool enough for her to wear a jacket in class. I assured Nadine that she did have ability in writing but that she needed more training of a special type to enter the field of journalism, where she will never be paid so well as she already is for riveting. Betty I tried to induce to reenter high school in the fall, as her parents desire. Thomas, Ray, Cornelius, and Harold, all now in the services, I tried to give as much as I could to take with them: precision of writing and speaking and accuracy in interpreting directions. Carl, slow but conscientious, I encouraged to stay in night school next year instead of working by correspondence. I hope that I advised them for their own welfare. After all I am an English specialist, not a professional counselor.

Night school teaching threw revealing sidelights on the educational picture. Accustomed to working with much larger homogeneous groups of adolescents, I was surprised by this new phase of education. Could I continue without becoming as fatigued as the students, I should like to be a regular night school instructor. Day school duties, however, both curricular and extracurricular, absorb most of my time and energy. Night high school is meeting an important educational need, particularly in a world at war. It offers high school graduation to those who could not otherwise make the grade.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Are They Hitlers?

Last July the newspapers carried the story of a conference on "crucial problems in education" held at one of the large universities and attended by teachers from all parts of the country. The principal speaker, a nationally known educator, was quoted by the *New York Times* of July 26 as saying,

> "It" (a code of ethics for teachers) "can help to do away with the Hitlers we have in our school system — the teachers who say these are 'my pupils' and this is 'my classroom', as well as the principals who say that these are 'my teachers,' this is 'my schoolhouse' and these are 'my walls and waterworks'. Have you ever heard anything so unethical?"

Have you ever heard anything less crucial? Of course teachers and principals say, "my pupils", "my classroom" and "my school". They also say, "my country and my God." They say, "my own, my native land" and "my state", and "my city". They say, "my church". They say, "my family". People other than teachers use these expressions and similar ones. The President says "My friends".

Pupils say, "My school, my teacher, my principal". We better watch out. Some professors of education in an institution of higher learning may accuse us of fostering little Hitlers.

I don't understand the reference to "my walls and water-works" in the above quoted paragraph. It probably has some inner and hidden meaning. Anyhow it appears from the evidence that it is unethical to say "my walls and water-works". It just isn't done, you know. And one of the "crucial problems" to be dealt with in this year, 1944, is to eliminate "my" from the vocabulary of teachers and principals. It appears that the principal speaker at the conference on crucial problems is sure that the way to do it is to develop a code of ethics. The principal speaker said, "It can help to do away with the Hitlers we have in our school systems." How about that "our"? That could mean a tendency to an oligarchy, or to triumvirate rule. But maybe it is more ethical than "my". And then there is "My Country, 'Tis of thee."

Sometimes newspaper accounts of educational meetings are inaccurate. Sometimes speakers are misquoted. But the report of the conference on "crucial problems" is definite and the quotation is direct. There is no reason to believe that it is not correct.

To call teachers Hitlers because they say "my pupils" and "my classroom" is not only foolish and in some respects ridiculous; it is vicious. To call people Hitlers and fascists is too much a part of communist philosophy to be good Americanism. There are too many self styled "Liberals" in the educational field who call good Americans Hitlers and fascists.

One result of the "conference on crucial problems" is sure to be additions to the number of laymen who believe that many educational meetings are a waste of time and that problems of little or no account constitute the programs of those meetings. If to hunt out teachers who say "my pupils", "my classroom", and "my school" and label them Hitlers is considered a crucial problem by a considerable number of educators there is something wrong with our thinking. But the headline boys and girls of the profession know that if they call any group Hitlers they will make the headlines. That is probably the real reason why this "crucial problem" was brought forward at the conference.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Mental Soil Needs Tilling

Before a farmer plants a crop he prepares the soil. He plows it, he harrows it, he discs it. The condition of the ground in a large measure determines the abundance of the yield. Likewise, one's mental attitude determines the facility with which he learns.

Learning on every level is most efficient when the mind is prepared for all new material which is to be presented; when familiar, related facts are recalled, and when a strong desire to achieve is created. In fact, the key to learning is a strong desire to know—create that and teaching will be easy. Just as it is hard to make a horse drink if he doesn't want to so it is difficult to make a child learn if he doesn't want to. The mind is peculiar: sometimes it opens like the mouth of a hippopotamus and sometimes it closes like a clam.

Emphasis upon interest and readiness is the point of cleavage between so-called traditional and modern education. In the traditional system little attention is paid to desire or interest; administrators assume that certain areas of history, geography and mathematics are good for the students, and that they therefore should be forced to learn them without ado.

Adherents of modern education contend that school experience

should be interesting, and that the teacher's first job is to create an intense desire to learn. All this is true. But difficulties often arise when the teacher minimizes the importance of constructive discipline and the mastery of facts in his effort to make the school attractive. Tyranny in the class room is bad—but anarchy is just as bad.

Effective teaching procedure is a blend of the old and the new. It recognizes the fact that whenever a group is working together there must be order, system and respect for each other's rights; and in addition, that the value of the whole procedure is lost if the child doesn't learn a limitless array of facts together with the ability to think in terms of them. But at the same time another fundamental point must be kept in mind; namely, if achievement is to be of the highest the teacher will have to do something to make the child want to do what he wants him to do. Maybe he can accomplish this end through the agency of a short story, visual education or discussion.

It is a mistake to assume that children do not like to work and to study. They do — more than that they are hard workers provided they can see a reason for working, and a high degree of achievement resulting therefrom. Let's give every child a glowing desire to achieve—the results will surprise us.

Lessons Should Be Interesting and Impelling

The teaching procedure should be gripping, not griping. It should be stimulating—it should captivate the individual and hold him in its grasp, and what's more—it should be profitable — each individual student should be able to see himself grow in understanding from day to day.

In too many instances, I fear, teaching becomes drab, monotonous and repelling—too frequently the teacher sits and talks and the children sit and twiddle. A junior high school social studies teacher places a long list of references on the board relative to the causes of the Civil War; he permits the class to take three consecutive class periods to look up those references and make notes; he takes the next three or four class periods to discuss references and notes. In the discussion the teacher does most of the talking in a monotonous, difficult to comprehend, academic grind, grind, grind. This method kills off the class. The study span is too long for high school students; too much time is wasted in finding references; too much time is wasted trying to harmonize divergent views expressed by biased or careless authors; too much time is wasted in making notes; and the discussion is dry and boring. Far better is it to use one book—study 30 minutes and discuss 30 minutes. In this way the teacher can keep the objective clear and the interest high. Let each short period end with a stimulating idea much as a movie serial ends—will the heroine be fried in the cave or will she escape on a panther's back?

True, students should be taught to use several books, but these should be supplementary to a basic text which meets all minimum requirements. The basic text is comparable to the trunk of a tree, supplementary texts, to the branches.

The teacher, lecturer, preacher or conversationalist can hold his listeners as long as he has something to say and says it well—but otherwise the audience closes up like a clam. This is a good example: I was at a church service not long ago; the preacher was in the midst of his sermon and every one seemed restless and sleepy or asleep; about this time he said "I was in Edinburgh last summer"—and everyone straightened up in rapt attention.

Let's resolve now with new fervor to make the work interesting, meaningful, impelling. Put kick into it, add color. Don't let last year's lesson plans be a stumbling block—throw them away—they were for last year and it's dead and buried. This is a new day—make it a banner day.

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THE LIBRARIAN AND MORALE

BENJAMIN CHUBAK
City College Library
New York City

IN a recent article,[1] this writer discussed the potentially powerful position occupied by the librarian in the matter of morale-building, and the genuine opportunities he has of aiding the war effort. This premise is further developed in the present article, and several comments and suggestions are made.

Upon the educational systems of this country has fallen the tremendously important responsibility of organizing and directing civilian participation in war activities. It is only by clear understanding and certainty of purpose that we can build morale among the masses. The educators of this country must offer our citizens today what Tom Paine's pamphlets provided for our revolutionary forefathers—the winning factor of a deep conviction that right must, and shall, triumph.

No other American institution has a closer daily contact with the homes and citizens of the nation than the library. A distinct tribute to that institution, which should not be underemphasized, is the fact that the library is still open today, and that millions are still taking that beloved "walk to the library." It is to this still-present audience that the librarian can offer effective guidance and understanding. It is the duty of every librarian to aid our country's cause by planned guidance of the public mind into the channels of democracy.

The library should become the center of the community for adult education. Forums for organized discussion of public affairs should be held regularly and may be considered a major contribution of the library to morale. Efforts should be made to indulge in forthright propaganda on behalf of those democratic ideals for which we are struggling today. Every teacher and librarian must constantly strive toward freeing the mind of America from ignorance, confusion, and indecision. Truth about our military successes, defeats, and defense efforts should be told fully as soon as safely possible because demoralization is certain to follow the collapse of an implicitly trusted universe. The sudden realization of extreme overconfidence is probably the greatest psychological cause of loss of morale. Our nation must be so devoted to an idea that it should be ready for whatever effort and suffering that idea may require. It must be made to feel that life without freedom, brotherhood, and a sense of security is worthless.

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The "strategy of terror" of our enemies is directed especially at non-combatants because they are in a psychological trap, so to speak, since they are unable to strike back. When we realize that, in the last analysis, the morale of our front line derives directly from the civilian population from which our armed forces are drawn, we see how important it is to mobilize the mind of our nation as well as its manpower. It is in this mental preparation that our schools and libraries play a vital part. They must combat feelings of pessimism, ignorance, and inferiority by instilling confidence, belief in an ideal, knowledge and a sense of security. Modern wars are battles between ideals as well as armies and moral victories are as important as military successes. A word must be said here about the significant role occupied by children's librarians especially. With the disruption of the family brought about by the exigencies of war, the child needs the sympathetic understanding and guidance of the teacher and librarian now more than ever. Emphasis in book selection for older children should be made on books of an industrial and practical nature, as well as on subjects which prepare for vocational studies and technical training in college. It is essential that at least one person in every library should make a thorough study of the various educational and vocational opportunities for youth. His counsel will be sought by many, and should be offered to many, on the various possibilities of service, in industry, in the armed forces, or civilian defense. Training is a great morale builder because the feeling of competence at a war job is highly effective in producing a favorable mental state in an individual.

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The library should retain a proper perspective and have in mind a post-war America. We should offer intellectual and emotional preparation for our future role of a victor at the termination of the war. We must emphasize common aspiration instead of memories so that all Americans, regardless of place of nativity, may look forward to a full share of the promises of democracy, and help now toward the early realization of those promises.

[1] Library Journal, 67:347-348 (April 15, 1942).

The News Digest

OF EDUCATION IN ACTION

La Guardia Censured For School Meddling

WASHINGTON—Mayor F. H. La Guardia of New York City has been severely rapped by an NEA investigating committee for allegedly interfering with the independence of the Board of Education of the City of New York. At the request of the Kindergarten-6B Teachers Association of New York City and the New York City High School Teachers Association, the National Commission for the Defense of Democracy Through Education appointed Ernest O. Melby of the University of Montana, Orville C. Pratt of Spokane, Washington, Mabel Studebaker of Erie, Pennsylvania, and Donald DuShane of Washington, D. C., as an investigating committee. Judge Ernest E. Cole, former New York State Commissioner of Education, was retained as legal counsel to the committee. The investigation extended over a period of four months.

The committee thus summarizes its conclusions: "The investigating committee must conclude, after careful study of its findings, that Mayor La Guardia has exercised undue and at times illegal influence on the New York City Board of Education and that he has attempted to interfere in the Board's expenditure of its funds and in the formulation of school policies and programs."

Educational Gifts For Post-War Europe

BOSTON—When bombs and bullets stop falling, a New England organization, recently formed, will shower Europe with pencils, papers and textbooks as the first step toward creating a new World Order—not of organized prejudice, but of sound education.

The unit is called the New England Executive Council of the Save the Children Federation, Inc. Dr. Alfred E. Stearns, former headmaster of Phillips Academy, Andover, is its chairman. Dr. Stearns outlined the principal aims of his council as follows:

1. To send school kits and text books to occupied countries, where the Nazis have carried on organized campaigns to "eliminate intelligence, to foster moronity."

2. To provide rehabilitation centers for undernourished, underclothed children, and for children made mentally deficient by the stress of wartime living.

The council will get its initial support from independent preparatory schools of New England, Dr. Stearns explained. Later, public appeals for funds may be conducted, he said.

"We will put our appeal on a competitive basis," Dr. Stearns added, "where one school will try to outdo its traditional rival in collecting text books and funds for schools abroad."

He said the idea of each school "adopting" a foreign school would be encouraged. On supply kits sent by individual students will be printed the students' names, and those who receive the kits will be asked to write to the senders.

"In this way, we hope to create a spirit of international brotherhood," Dr. Stearns said.

International Group Charts Global Education Program

FREDERICK, MD. — Nine general principles designed to supply a guide for the schooling of world peoples for freedom after the war were proposed to the International Education Assembly by its Program Committee, which declared "not just any kind of education will do."

"Not just any kind of education will help to produce a world where men and nations may live with security, dignity and peace," Dr. William George Carr of Washington, Committee chairman, asserted presenting the report to the 70-odd representatives of the united and associated nations.

"Some kinds of education are quite neutral with respect to these human and social objectives. Other kinds of education directly thwart and oppose the objectives of peace and good will. Still other kinds of education may strongly support these purposes.

"And these stakes in human well-being are too high to justify leaving such a matter to mere chance."

The principles proposed for adoption:

1. The proper aim of education is the development of a free man;
2. Everyone should be educated;
3. Opportunities for advanced education should be numerous and justly distributed;
4. Learning is a lifelong obligation;
5. There should be complete freedom to learn;
6. Education should enrich human personality;
7. Education should develop competence;
8. Education is concerned with the development of character;
9. Education should develop international understanding.

The statement of principles was characterized by Dr. Carr as "the convictions of a group of men and women from many national backgrounds concerning the principal characteristics of an educational system that will promote the general welfare."

School Bus Mileage Still Needs Watching

WASHINGTON — Col. J. Monroe Johnson, director of the Office of Defense Transportation, has informed the chief State school officers of the Nation that present conditions do not justify any relaxation of conservation efforts

in school bus operations, the ODT announced. Supplies of equipment, tires, gasoline and replacement parts are still sharply limited, Colonel Johnson emphasized.

The conservation policy affecting the transportation of school children by motor bus, as set forth by the ODT November 16, 1942, is saving about 150,000,000 school bus miles annually, the ODT said.

Urge Re-Schooling Of Employed Youths

CHICAGO—The continuance of the present emergency training program, but on a broader basis and more flexible schedule to meet the post-war needs of youths who have taken war jobs before finishing school, was asked by the American Federation of Teachers at its annual convention.

In a resolution covering vocational education and rehabilitation the teachers noted that large numbers of boys and girls under 17 had curtailed their educations and recalled that in peacetime these youths might choose to remain out of school so as to receive unemployment compensation, thus flooding the labor market.

As adopted, the resolution called on all locals of the union to work out comprehensive plans to meet the needs of out-of-school adolescents. Suggestions include the creation of State-wide counseling and guidance aid in cooperation with organized labor and the United States Office of Education, under the supervision of the local public school system.

Community Recreation Applied to Delinquency

WASHINGTON—American communities are "worried about their kids, troubled by the restlessness of youth, its craving for excitement," says Mark A. McCloskey, Director of the Federal Security Agency's Office of Community War Services, in a pamphlet made public by FSA. The pamphlet, entitled "What About Us? A Report of Community Recreation for Young People," describes the experience of some 700 cities and towns in providing organized recreation for their boys and girls.

Mr. McCloskey, former Recreation Director of New York City's Public Schools, says communities "are appalled—and with reason—by those few youngsters who get completely off the reservation, who fall down hard. They recognize some of the immediate causes: a big brother gone, a war effort that doesn't seem to need the young, a disrupted home, or simply an overdose of battle news.

"But they see, too, that within the community are some of the immediate antidotes, and of these none is more effective than recreation . . . So they are shifting their emphasis from curfew to canteen. They are opening school buildings, social centers and municipal playfields, and keeping them open through winter evenings and summer vacations. They are putting their weights behind a wholesome well-rounded vacation program."

Brooklyn School Tries "Experience Curriculum"

BROOKLYN, N. Y.—Three classes of freshmen, a total of 120 pupils, will be the "guinea pigs" in an experimental program attempting to relate the curriculum to life experiences, being introduced at the Midwood High School, Brooklyn, it was revealed by Assistant Superintendent David H. Moskowitz.

Called the "experience curriculum," the new project requires the integration of all first-year high school subjects, with the exception of foreign languages. Instead of being presented as unrelated studies, English, civics, mathematics and the sciences will be taught in connection with "areas of knowledge" contributing directly to the everyday experiences and problems of the students.

Nine areas of experience have been outlined. These include orientation to school, health problems, leisure time activities, the pupil's part in the war, friends and social life, allowance and earnings, career, family relations, and the role of the American citizen.

Organized as a faculty unit, the teachers who conduct the program will meet daily to plan projects for the development of the course. Each experimental class will remain in the same room for four successive periods a day to consider various aspects of the topic under discussion. Whenever necessary, teachers of several subjects will be present to relate their specialties to the discussion.

Aside from the four-period session, students in the experimental groups will participate in all activities—gymnasium, assemblies, music and art classes—on the same basis as the regular pupils. However, each member of the special classes will be required to devote one period each afternoon to the area of work in which he shows need for individual instruction.

If the student shows no need for specialized instruction, he will be permitted to spend this period working in the library or in a laboratory on a project of his own choice, or in some cases, to study a foreign language. The curriculum also allots a definite period of time for trips to museums and other places of interest.

All members of the "life experiences" classes have volunteered for the experiment, with the consent of their parents.

NYU Bids Veterans Enter Any Monday

NEW YORK—New York University has instituted a unique reorientation program for discharged veterans of World War II which will permit them to take up college studies on any Monday morning instead of waiting for a regular term to begin, Chancellor Harry Woodburn Chase has announced.

The plan, which provides refresher courses on a semi-tutorial basis, is now in operation on a limited scale in four undergraduate colleges of the University and will be extended to all graduate and undergraduate divisions.

Would Distribute Education Fairly

ORONO, ME.—U. S. Senator Owen Brewster (R., Me.) called for education that would make youth "world-minded" for an era which he said would see America assuming a new role in world affairs.

"The little red schoolhouse at the crossroads is becoming the consolidated school of tomorrow as America turns to learn more about the world and all its peoples," Brewster said in an address prepared for the 36th annual conference of Maine school superintendents.

"More and more will 10,000,000 returning veterans desire that their

children shall know more about this world in order that they and their descendants may live a life of peace."

Brewster sharply criticized "discrimination" in schooling.

"Exactly as Maine has moved to equalize educational advantages for the child without regard to the community where he may chance to be born, so the nation will come to recognize the necessity for some measure of equalization," he said. "Discrimination among the children of a community cannot be reconciled with the spirit or the letter of the American Constitution."

Clearing House Observes 25th Birthday

NEW YORK.—About 18 of the finest and most enduring of the 1,000 articles that have appeared within the past 8 years in *The Clearing House*, a Journal for Modern Junior and Senior High School Faculties, will be reprinted in the magazine's 25th Anniversary Issue, October 1944, announces Dr. Forrest E. Long, editor.

All regular departments will be omitted, and the issue increased to 24 pages over normal size, to allow a varied balanced anthology covering some of the best thinking and achievement-reports dealing with current secondary-education problems.

The October Anniversary Issue is being reprinted as a paper-bound professional book, to make it available to non-subscribers, faculty discussion groups, and secondary-education classes. The reprint is 75 cents a copy, and may be ordered from *The Clearing House*, 207 Fourth Ave., New York 3, N. Y.

"Let's Play Fair" Scripts Available

The National Conference of Christians and Jews announces a new series of radio scripts for use in schools and colleges. The series, which is entitled "Let's Play Fair", is designed to promote better understanding among people of all faiths and racial backgrounds.

The action is swift-paced and highly dramatic, and each fifteen-minute script is a complete story in itself. Where broadcasting facilities are not available, the plays make ideal programs for school assemblies and club meetings.

Author of the series is Miss Gretta Baker, professional script writer and instructor in radio education at New York University. Miss Baker is a former high school teacher.

Scripts are available on a monthly basis without charge to teachers, counsellors, and radio directors. Address Department R, National Conference of Christians and Jews, 381 Fourth Avenue, New 16, N. Y.

Latin American Students In U. S. Reach Record Total

NEW YORK—Despite the war, more than 7,000 foreign students are attending American colleges and universities and the total is expected to increase. A tremendous growth is noted in the number of Latin-American students here on fellowships and scholarships, owing in large part to the "good neighbor" policy.

In a study made by Dr. Edgar J. Fisher, assistant director of the Institute of International Education, it is shown that the record total of 2,256 Latin-American students are enrolled in institutions of higher learning in the United States. Ten years ago the number reached 500, with half of those coming from Cuba and Mexico. At that time seventy-five students were here on scholarships valued at $75,000; today there are 1,217 Latin-Americans here on scholarships worth well over $1,000,000.

This influx of students from the southern hemisphere has just started and is expected to go much higher within the next few years, according to Dr. Fisher. He pointed out that hundreds of educators who formerly might have gone to France or Germany for their graduate training are now eager to come to our campuses. Various committees have been established by the institute to help students reach the American colleges and then to assist them in getting adjusted.

Thus far American colleges and universities have offered 1,000 scholarships, valued at $355,000, to the Latin-American students for the September semester. In addition, numerous non-academic organizations are providing scholarships and fellowships. For example, the federations of women's clubs are sponsoring fourteen grants, ranging from room and board to $1,200 each.

Some of the Latin-American countries that formerly sent four or five men and women here are now sending seventy-five or 100. Brazil a decade ago had 12 students in our colleges; for the academic year 1943-44 Brazil had 140. Ten years ago Chile had 8, now it has 114. Colombia's enrollment of students has risen from 23 to 204, Ecuador's from 5 to 72, Haiti's from 2 to 54, Paraguay's from 1 to 23, Peru's from 16 to 156 and Venezuela's from 13 to 146.

Committee to Study Postwar Colleges

WASHINGTON—A committee of college presidents and other officials has been named by the House Committee on Education to study the effect of demobilization on colleges.

The Committee, headed by Dr. Francis J. Brown, of New York University, now with the American Council on Education, will study the problem for about three months and then recommend laws to help colleges through the transition period.

Particular attention will be paid to the expansion of educational facilities needed when servicemen return to school under the provisions of the recently-enacted "G. I. bill."

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Schooling in Soviet Union To Be Taken Seriously

American educators and students will be interested in new regulations covering the behavior of students in the Soviet Union. These regulations which became effective with the beginning of the school year 1943-44 are intended to result in stricter discipline and the development of a keen sense of duty, honor, and responsibility. Every student from the fifth to the tenth class is granted a student's card and is required to carry this card with him. Each card includes the regulations in full as follows:

"Every student must:

1. Perseveringly and persistently master the education objectives in order to become an educated and cultured citizen and to contribute as much good as possible to the Soviet Fatherland.

2. Study diligently, attend all classes regularly, and be on time for lessons.

3. Obey unquestioningly the orders of the principal of the school and the teachers.

4. Come to school clean, combed, and neatly dressed.

5. Keep your desk in school clean and neat.

6. Enter the class immediately after the bell and take your place. Enter and leave the class only with the teacher's permission.

7. Sit straight during the lesson, neither lean nor sprawl; listen attentively to the teacher's explanations and students' answers; do not talk and do not occupy yourself with irrelevancies.

8. Guard the honor of your school and your class, as your own property.

9. Arise and stand at attention upon the entrance either of the teacher or the director of the school and on their exit from the class.

10. Stand straight when answering the teacher, and sit down only with the teacher's permission. When you wish to answer or to ask a question raise your hand.

11. Write down accurately in your record book, or your special notebook, what is assigned by the teacher for the next lesson and show your record book to your parents. Prepare all your lessons by yourself.

12. Be respectful to the principal and the teachers. In meeting the principal and the teachers away from the school—greet them with a polite bow, boys removing their hats.

13. Be polite to older people; be modest and well-behaved in and out of school and in public places.

14. Do not use abusive and coarse expressions; do not smoke. Do not play games for money or other valuables.

15. Take good care of school property. Be careful with your property as well as with the property of your comrades.

16. Be attentive and obligating to older persons, small children, to the weak and the sick; give them your seat in a street car or in a bus, and help them in every way possible.

17. Obey your parents, help them, and take care of your younger sisters and brothers.

18. Keep your room clean; keep your clothes, shoes, and bed in order.

19. Have your student's card with you at all times; take good care of it, do not give it to anybody, and present it at the request of the principal and the teacher of the school.

City Folk Learn Mountain Crafts

PENLAND, N. C.—Far back in the mountains of western North Carolina is the nation's largest school devoted exclusively to teaching of handicrafts, where each summer people from all over the country come to learn how to weave, make pottery, hammer silver, and do other things with their hands. Started in 1914 by Rufus Morgan, a young Episcopalian minister, in a log cabin, the Penland Weavers originally aimed to preserve mountain craft and teach natives a cottage trade which would give them an income.

But other people heard about the weavers, and outsiders began to come in to learn handicraft as a hobby. Lawyers, doctors, school teachers, insurance salesmen, housewives — young and old, the pilgrims soon were sufficient in number to organize regular summer institutes. Miss Lucy Morgan, sister of the founder, took over the work, organized classes in other crafts, and now sessions are held all summer with instruction in a score of handicrafts. Edward F. Worst, former director of industrial education for the Chicago public school system, and often called the outstanding authority on weaving in America, became interested, and for fifteen years has assisted at Penland.

Dr. Stoke Elected Head of U. of N.H.

DURHAM, N. H. — Dr. Harold Walter Stoke, Acting Dean of the Graduate School at the University of Wisconsin, and professor of political science, is the newly-elected president of the University of New Hampshire. This was announced by Roy D. Hunter, president of the Board of Trustees.

At the present time Dr. Stoke is on leave from the University of Wisconsin, serving as Chief of the War Records Section, Division of Administrative Management, Bureau of the Budget in the Executive Office of the President, Washington, D. C. He has taught political science, with special interest in political philosophy and public administration, for the past 14 years, at the University of Nebraska, the University of Pennsylvania, and since 1940, at the University of Wisconsin. He is the author of several books and numerous articles on both political science and education.

Cornell Head Predicts Education for All

ITHACA, N. Y.—President Edmund E. Day of Cornell University forecast that "in another generation popular education at public expense will be available to all youth.

"As education goes democratic," he said, "it must go substantially vocational."

If teen age youths could not obtain jobs, he went on, they should seek further education, and it must be provided. In the educational offerings of the future he emphasized these points:

A more direct connection with the forthright pursuit of truth.

Greater cultivation of wisdom as opposed to acquisition of knowledge.

An expanding social sympathy and awarenes of the common bonds of humanity.

A philosophy of work that considers working hours a privilege.

Attention to the great moral imperatives.

Teacher Shortage Serious in Colorado

DENVER, COLO. — Many rural schools in Colorado are not opening at all this fall, due to a very serious shortage of teachers. Some teachers who taught last year have notified their boards that they prefer the war

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